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ABSTRACT

The handbook on work-study programs for educable mentally retarded (EMR) students in California public schools explains the nature and scope of educational-vocational programs. Information and guidelines offered are intended to help schools prepare EMR students more effectively and realistically for work, constructive citizenship, and active community participation. Educational and occupational needs of the students are identified and curricular patterns and sequences, including program objectives, in a work-study program are discussed. Suggestions are made for the administrative structure of the school district in conducting work-study operations. Responsibilities of both the district and the community in providing services are identified. Also discussed are job-simulation centers and areas of skill training, work-station selection and steps in job training, and the placement process. Relevant state legislation, graphic illustrations of job-simulation centers, forms, and other information are appended. (KW)

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WORK-STUDY HANDBOOK

FOR EDUCABLE MENTALLY RETARDED MINORS ENROLLED IN HIGH SCHOOL PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS

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CALIFORNIA STATE DEPARTMENT OF EDUCATION • Wilson Riles — Superintendent of Public Instruction • Sacramento, 1971

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Prepared for the

DIVISION OF SPECIAL EDUCATION
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EDUCATION & WELFARE
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FOREWORD

Mentally exceptional children and youth deserve the best education and training that can be provided, as do all young persons across the land. We should have no trouble understanding that in California this concept has the force of law. The State Constitution looks at widely diffused education as "essential to the preservation of the rights and liberties of the people."

Mentally retarded boys and girls are to be treated with equal humanity. Those who are educable must have the opportunity, like anyone else, to find their place in society. They must be helped to develop the academic, social, and vocational abilities they need to be happy, successful members of the community in which they live and work. The student who graduates from a public school program that has these objectives and who finds fulfillment in his community is the only reliable measure of the success of such a program.

This *Work-Study Handbook* explains how educational-vocational programs for mentally retarded minors at the high school level can be planned and put to good use. Its emphases include the combining of academic knowledge with skill training, the nature and scope of the work-study curriculum, and the student's real need to develop emotional stability and self-confidence.

I urge educators, parents, and all other citizens who want to upgrade the total educational process to give attention to this book. The most critical priority in this or any age is the formation of our youth – a job that demands both wisdom and compassion.

Superintendent of Public Instruction

PREFACE

The continuous upgrading of educational offerings for exceptional children and youth – a task that has engaged the intensive cooperation of the California State Department of Education, school administrators, teachers, coordinators, parents, and other public and private personnel and agencies – makes it possible to provide improved services for mentally retarded persons within the statewide community.

This document, *Work-Study Handbook for Educable Mentally Retarded Minors Enrolled in High School Programs in California Public Schools,* is the sixth in a series of published materials intended to upgrade school and community services for mentally retarded individuals. The five previous documents, which were recently prepared and distributed by the State Department of Education, carried the following titles: "Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools"; "Work-Study Programs: A Socioeconomic Must"; "Preliminary Report of California's Rehabilitation Cooperative School Program"; *Behavior Modification Through Inservice: Orientation and Inservice Education for High School Administrators Operating Programs for Mentally Retarded Minors;* and *Institute Proceedings: Productive Program Planning* (Proceedings of the Special Study Institute for Teachers of Mentally Retarded Minors at the High School Level). In addition, staff members of the State Department of Education prepared the content for sections 184 through 186, Section 188, and Section 196 of the California Administrative Code, Title 5, Education (now sections 3405 through 3409 and Section 3412). These rules and regulations of the State Board of Education, along with each of the five publications cited, have helped greatly in the work of advancing, expanding, and improving California programs for the education and training of educable mentally retarded young people.

Now, after at least five years of coordinated effort on the part of personnel in the Department's Bureau for Mentally Exceptional Children, representatives of other public agencies, staff persons from private agencies, members of groups and associations, and educators throughout the state, the development of this handbook for work-study programs in California public schools has been completed, and copies are available. The main objective of the book is to meet a long-standing need for a manual of information and guidelines that will help California schools and communities to prepare mentally retarded students more effectively and more realistically for (1) the world of occupations and vocations; and (2) constructive citizenship and active participation in the life of the community.

The handbook concentrates on the educational and occupational needs of the students enrolled in work-study programs; discusses curricular patterns and sequences within this type of program; gives attention to the needs of young enrollees for guidance and encouragement; offers suggestions for the administrative structure of the school district in conducting work-study operations; and identifies responsibilities of both the district and the community in providing appropriate and necessary services for the education of the mentally retarded.

This publication is recommended not only to those school districts and communities that have outstanding programs for the mentally retarded but also to those districts and communities that are in the process of developing more adequate programs in this area of special education. The compilers hope that the use of this handbook will contribute toward achieving the best total school-community program possible for these handicapped students.

LESLIE BRINEGAR
Associate Superintendent of Public Instruction; and Chief, Division of Special Education

JOSEPH P. RICE, JR.
Chief, Bureau for Mentally Exceptional Children

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Special recognition is deserved by the following individuals for their leadership, guidance, and assistance in working with the field committees: Arthur Mitchell, Director of Special Education, San Diego State College; James MacPherson, former Chairman of Special Education, San Jose State College; Alexander Britton, Coordinator of Special Education, Long Beach State College; Robert Fuchigami, Chairman of Special Education, Sonoma State College; and especially Lamar Mayer, Associate Professor, Special Education, California State College, Los Angeles.

Warm recognition is also merited by the members of the Committee of Ten for their hard work in (1) summarizing the great volume of data gathered in the interests of the handbook; and (2) assuming some responsibility in field-testing the final recommendations.

More than 200 field persons were involved in this project, and each made his own valuable contribution toward its successful completion. Certainly the members of the California State Advisory Committee on Programs for Educable Mentally Retarded Minors are to be commended for directing, over the past five years, all the activities that have culminated in the production of this important book.

The enthusiastic, in-depth involvement that has characterized the work of so many Californians in this statewide effort will benefit not only the mentally retarded but all other handicapped minors at the high school level.

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PART I

Aims and Background

This *Work-Study Handbook* is the result of about five years of intensive effort and leadership rendered by staff members of the California State Department of Education, in cooperation with hundreds of experienced professional persons throughout the state. The handbook was planned and prepared for the benefit of educable mentally retarded students enrolled in special education programs operated by California public schools. It contains general information, useful suggestions, and statements of laws, rules, and regulations for the use of school and school district personnel – administrators, teachers, and others – who are charged by the California Legislature with the responsibility of providing meaningful educational programs for these handicapped students. The handbook should prove helpful, also, to parent groups, employers, public and private community agencies, and organizations providing services to mentally retarded individuals.

Included in this publication are suggestions and guidelines for an administrative, organizational, and program format based on the principles of individualizing the students' learning experiences and emphasizing flexibility and multidisciplinary cooperation. The ultimate aim of the programs in this specialized area of schooling is to prepare educable mentally retarded students to become (1) productive workers in the world of work; and (2) actively participating members of the community.

Research and practical experience have demonstrated that, with special training, the vast majority of educable mentally retarded individuals can and do become successful employees and homemakers. Without special training, many fall casualty to the complex demands of society; they become dependent upon correctional or custodial institutions or become attached to social welfare rolls.

For more than 20 years, California citizens, aware of the potential capabilities of retarded people, have provided public school programs for mentally retarded minors under legislative mandate. The elementary schools have developed a reasonably adequate structure of necessary educational services. Emphasis on behalf of the high school program began approximately a decade ago, with intensified planning and program building directed, about 1964, at the student of high school age. Many professional and lay persons have applied their knowledge and devoted their energy and time to the development of these special education programs. The several phases in the development of the programs are delineated in the pages that follow.

State Advisory Committee on Programs for Mentally Retarded

Under authorization of the 1965 session of the California Legislature, the Superintendent of Public Instruction appointed, and the State Board of Education approved, a State Advisory Committee on programs for mentally retarded minors in California public schools.[1]

All the activities leading up to the preparation of the *Work-Study Handbook* have been coordinated through this valuable advisory committee. The first activity consisted of a survey of the pertinent curriculum programs for all the educable mentally retarded in California. This was followed by a study of the curriculum format and content of programs in other states and an intensive study of the literature on the learning characteristics and behavior of mentally retarded boys and girls, as well as on program content in the education of these young people. From these studies a general summary was prepared. The summary served as a foundation for (1) the development of guidelines

[1]Popularly known as the State Advisory Committee, this group was officially named the California State Advisory Committee on Programs for Educable Mentally Retarded Minors. A list of persons serving on this committee appears in Appendix A.

for curriculum design and construction; (2) courses of study for the educable mentally retarded population of California public schools; and (3) the work of organizing and writing this handbook.

Special Study Institute on Curriculum

A statewide special study institute on curriculum development for the education of mentally retarded minors was held in San Diego, October 11-14, 1966. This important meeting had been planned and organized along the theme "Opportunity for Creative Programming." Key administrators, directors of special education, experienced and successful special class teachers, school psychologists, specialists in learning and curriculum, and vocational rehabilitation counselors attended the institute upon invitation. Recognized leaders in the field of special education from other states were involved as group leaders and keynote speakers.

Persons attending the institute were provided a tentative draft of the guidelines that had been developed, and they were given opportunities during the institute to contribute their reactions to this draft. The final evaluation at the meeting confirmed the intent of the institute planning and operation, in that the participants appreciated opportunities to contribute to the development of the guidelines.

New Laws and Regulations

Following the institute, the guidelines on the education of mentally retarded minors were revised and condensed. They were presented by the State Advisory Committee to the California State Board of Education and adopted by the Board on March 9, 1967.[2]

In order to carry out the intent and content of the guidelines, certain additions, deletions, and alterations had to be made in California laws and regulations concerning the education of mentally retarded children and youth. These were identified, and drafts of proposed new laws, rules, and regulations were prepared and presented to the appropriate governing bodies. After enactment of the necessary legislation and adoption of the new rules and regulations had taken place, the State Department of Education's master plan for disseminating the guidelines and disseminating information about the laws, rules, and regulations was developed and implemented.

Regional Conferences for Administrators

According to the Department's master plan, the dissemination phase was organized in two parts. The first part consisted of a concentrated inservice education program for high school principals, school district superintendents, county superintendents of schools, assistant superintendents, directors of special education, guidance counselors, psychologists, and other specially trained personnel. A contract was developed and negotiated with the California Association of Secondary School Administrators to conduct ten regional conferences throughout the state. A team of former high school administrators was selected to present information at the ten conferences. An applicable set of visual aids was designed and prepared to assist each "presenter" with his assigned task. Prior to speaking at the conferences, the team members attended an inservice education session regarding their assigned presentations.

A local director was appointed for each of the ten regional meetings. These inservice conferences were held during the last two weeks of April, 1968, and continued through May of that year.

The following pattern was observed by the presentation team at each conference: One administrator presented the historical background of programs for the mentally retarded and cited the recent action of the Legislature regarding such programs. Another administrator discussed the guidelines adopted by the State Board in 1967 and the new regulations subsequent to the adoption. Another team member discussed the special study institute which was being planned for the benefit of high school teachers of mentally retarded students and which was scheduled to follow the conferences for administrators. This person outlined the responsibilities that each school district superintendent and each county superintendent of schools would have for selecting key persons to attend the institute and the follow-up inservice conferences that would be organized regionally to involve all teachers and supervisors. The project director then presented long-range goals and plans for 1969 and 1970.

The following documents were distributed to all the participants in each of these ten regional meetings:

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[2] "Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools." Adopted by the California State Board of Education, March 9, 1967. Sacramento: California State Department of Education, 1968 (processed).

1. "Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools," adopted by the California State Board of Education
2. Copies of the new regulations of the California State Board of Education[3] pertaining to the education of mentally retarded young persons
3. Preliminary programs for the special study institute scheduled for high school teachers in late August, 1968
4. Information on the socioeconomic importance of the work-study concept (as presented in the paper entitled "Work-Study Programs – A Socioeconomic Must")
5. A preliminary report concerning California's Rehabilitation Cooperative School Program

Evaluations of these conferences were made by the participants in each of the ten regions. In the summer of 1968, the proceedings of the regional conferences were published by the State Department of Education.[4] The publication included the team speeches; information on the conference sites, dates, and attendance; a summary of evaluations of the meetings; and the names of the key personnel involved in the conference project. This document also included an extensive list of the questions that had been asked by the participants and the answers to those questions. A copy of the proceedings document was mailed to every person who had attended the conferences, to every county superintendent of schools and school district superintendent operating programs for the education of mentally retarded minors, and to every high school principal in California.

Special Study Institute for High School Teachers

The second part of the dissemination phase consisted of a special study institute for high school teachers of mentally retarded students. Using the theme "Productive Program Planning," this meeting was held at Weyburn Hall, near the campus of the University of California, Los Angeles, August 26-30, 1968. The program of the institute was based on the results of a 1967 survey that had been conducted to ascertain the salient needs of California high school teachers of special classes for the educable mentally retarded; this information had been deemed necessary in order to implement the emphasis on the work-study concept and approach as contained in the legislation, the adopted guidelines, and the new regulations.

The 1968 Los Angeles institute was so organized that one-third of the time was devoted to general presentations and two-thirds of the time to small-group discussions and work sessions. The discussions and the work activities revolved around the general session and the specific topics and tasks suggested by the presentation staff.

The small groups were balanced by assignment so that teachers from large and small districts and from urban and rural areas could take part in all of the working groups. Each group was assigned a group leader who had attended inservice education seminars for conducting small-group work sessions. These sessions were planned to broaden and deepen the participant's knowledge, to identify effective techniques, and to recommend and demonstrate skills in the following areas, which were designated by the high school teachers as containing their primary needs:

1. Techniques and skills in analyzing specific employment situations and identifying jobs that could be performed by retarded youths, making job breakdowns, preparing job descriptions, and transforming job requirements into an educational program
2. Skills and techniques in surveying communities for potential training stations, making contact with employers, and persuading employers to cooperate with the schools in work-study training programs
3. Skills and techniques in working with persons coordinating the federal civil service programs for placement of mentally retarded young adults
4. Techniques and knowledge in working with industrial welfare to coordinate on-campus, off-campus, and work-study assignments wherein less than the minimum wage is being paid to the student
5. Techniques and skills in making evaluations for occupational potential and evaluating the trainee's progress once he has been placed in a training situation
6. Techniques and skills in conducting ongoing "follow-up" studies in each phase of the work-study program and feeding this information back into program evaluation and revision as it refers to the curriculum and to program modifications

The following state agencies cooperated in planning, in making general presentations, and in directing the follow-up work sessions:

1. State Department of Human Resources Development (formerly State Department of Employment)

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[3]Effective July 1, 1968.

[4]*Behavior Modification Through Inservice: Orientation and Inservice Education for High School Administrators Operating Programs for Mentally Retarded Minors.* Proceedings of Regional Institutes. Prepared by L. Wayne Campbell and Everett V. O'Rourke. Sacramento: California State Department of Education, 1968.

2. State Department of Rehabilitation
3. Rehabilitation Training Center in Mental Retardation, California State College, Los Angeles
4. Interagency Board of U.S. Civil Service Examiners
5. Division of Industrial Welfare. State Department of Employment (now the State Department of Human Resources Development)
6. Special Education Department, California State College, Los Angeles

The proceedings of this special study institute, published in October, 1968, included all of the presentations made, the material and assignments with which the small work groups were provided, an evaluation and a summary of each task, and information on the general organizational structure of the institute.[5] Copies of this publication were mailed to all persons attending and participating in the institute and to all school district administrators and county superintendents of schools operating high school programs for educable mentally retarded minors.

Regional Follow-up of Special Study Institute for Teachers

The administrators and high school teachers attending the Los Angeles institute were informed that they would be involved in planning and conducting the inservice education sessions for all of the additional persons within their regions who were unable to attend the institute and who held responsibility within these regions for programs in the education of mentally retarded minors. Accordingly, for each of the ten regions in California,[6] a regional coordinator was selected and a planning committee was identified from those people within the region who had attended the special study institute. These groups met with the State Department of Education staff and helped to plan, organize, and conduct the regional follow-up conferences. Held during the fall of 1968, these regional conferences involved the local representation of the state agencies supplying services for the mentally retarded, other local resources supplying such services, and the teachers in the same localities who could use these services. A copy of the institute proceedings publication was made available to each of the participants attending the regional follow-up meetings.

Development and Preparation of the Work-Study Handbook

The following subsections describe briefly the plans that were made, the meetings that were held, and the tasks that were carried out in the development and preparation of this work-study publication for the education of mentally retarded minors.

Appointment of Regional Field Committees

A major step in the ongoing process of dissemination, training, and program improvement was the appointment of field committees to formulate and develop plans for the *Work-Study Handbook.* So as to provide a balanced input for the content of the handbook, representatives of small and large school districts and of rural, urban, and metropolitan areas were selected early in 1969. Ten separate committees, representing the ten regions throughout the state,[7] were formed from the ranks of these persons.

The personnel of each committee complied as nearly as possible with the following representative pattern: three high school teachers, one junior high school teacher, one elementary school teacher, one special education administrator, one regular education administrator, one school psychologist, one vocational rehabilitation counselor, and one special classroom supervisor. The individuals chosen to serve on the committees were all nominated and selected because of their experience, capabilities, and general attitude. Every effort was made to enlist the most capable and progressive persons in each of the ten regions.

Each committee was organized under a group leader (teacher trainer), who had been selected from a teacher training institution. Five teacher trainers were each assigned two groups with which to work. A special inservice orientation was designed and conducted with the trainers to ensure the uniform operation of each of the ten committees with respect to input and output.

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[5] *Institute Proceedings: Productive Program Planning.* Proceedings of the Special Study Institute for Teachers of Mentally Retarded Minors at the High School Level. Prepared by L. Wayne Campbell and Everett V. O'Rourke. Sacramento: California State Department of Education, 1968.

[6] This pattern of ten regions, developed by State Department of Education staff, is basically similar to the regional pattern used by the California Association of Secondary School Administrators. Certain adjustments relating to boundaries, area coverage, and representation have had to be made from time to time in order to meet the needs of the statewide effort described in this chapter.

[7] Here again, the Department's adaptation of the CASSA regional pattern is meant. (See footnote 6.)

The Work of the Regional Committees

Ten separate, two-day committee meetings were conducted during the spring of 1969, with emphasis on input. They were highly task-oriented and strictly time-loaded. The following steps were taken:

1. The nature of each task was explained as clearly and simply as possible to elicit specific outcomes.
2. A timed input session was prescribed for each task. Gathering ideas was the goal. No debate or discussion was permitted. Two recorders were employed to record the ideas, expressed by members of each committee, on 24″ x 36″ pads. The participants were blindfolded and instructed to "turn their minds loose" and state their ideas in short phrases.
3. While the members made their statements, the leaders ruled on relevancy of the ideas consistent with the defined task, prevented interaction and discussion, and made sure that all verbalized ideas were recorded on the large pads.
4. Following the input session, each person was provided with an individual work sheet and was instructed to organize the ideas recorded on the pads during the input session into major group classifications, with appropriate subgroup classifications. This step was also time-loaded. Each person was then instructed to rank the major group classifications in order of priority and then the subgroups under each of the major group headings in the same way. A time limit was allotted for this task.
5. Following the individual organization and ranking of ideas, one work sheet was provided for the total group. The members thereof were instructed to reach a consensus on the major group classifications and the appropriate subgroup classifications. The group was then instructed to arrive at a consensus regarding the priority ranking of the major groups and the subgroups. A time limit was set for this task also.

The same five steps or operational procedures were utilized for each task performed. The following tasks were assigned, with a time limit designated for each one. The "brainstorming" technique was used for most of these tasks.

Task One: From your experience, your ingenuity, your objective appraisal, your honest feelings, what would you identify as the major characteristics of pupils who should be served in the program for the educable mentally retarded? Be descriptive; cover as broad a descriptive range as possible; use short phrases; make your responses individual, creative, and spontaneous.

Task Two A: What *should* the instructional program include for the pupils enrolled at the primary level, the chronological age being approximately five years through eight years? Be descriptive and creative; use short phrases.

Task Two B: What *should* the instructional program include for pupils enrolled at the intermediate level, the chronological age being approximately nine years through twelve years? Be descriptive and creative; use short phrases.

Task Two C: What *should* the instructional program include for the students enrolled at the junior high school level, the chronological age being approximately thirteen years through fourteen and nine-tenths years? Be descriptive and creative; use short phrases.

Task Two D: What *should* the instructional program include for students enrolled at the high school level, the chronological age being approximately fourteen and nine-tenths years through nineteen years? Be descriptive and creative; use short phrases.

Task Three A: Identify the *minimum standards* for the general program that must be present before the district or the county superintendent of schools can receive the special money for the operation of these programs. Be specific, objective, honest, creative, idealistic, and spontaneous; use short phrases.

Task Three B: Identify the *minimum standards* for the selection, placement, reevaluation, reassignment, and the like, of pupils into special programs for the educable mentally retarded. Be specific, objective, honest, idealistic, creative, and spontaneous; use short phrases.

Task Three C: Identify the *minimum standards* for the assignment of professional and paraprofessional staff personnel to perform the necessary services which their pupils will need to profit reasonably from a special program. Be specific, objective, honest, creative, idealistic, and spontaneous; use short phrases.

Task Four: What would be the components of an administrative structure for the operation of an *idealistic, total work-study program* for educable mentally retarded minors? Be creative, specific, objective, and spontaneous; use short phrases. ("Administrative structure" refers to the general framework and the line and staff operation that establish and maintain the operation of the total program.)

Task Five: What would be the idealistic professional and paraprofessional staff assignment, the ratio of pupils per assignment, and so forth, to serve an *idealistic, total work-study program* for the educable mentally retarded pupils? Be creative, specific, objective, and spontaneous; use short phrases.

Task Six: What would be the necessary additions, deletions, revisions in laws, rules, regulations, and policies for the operation of an *idealistic, total work-study program* for the educable mentally retarded? Be creative, specific, objective, and spontaneous; use short phrases.

Integration of Output by Group Leaders

Following the completion of the ten regional committees' two-day work sessions, each teacher trainer took his two sets of work sheets and

merged them into a single work sheet depicting a combined grouping and ranking for each task. Then, in September, 1969, the five teacher trainers met and combined the five work sheets for each task into a single work sheet. This final sheet represented the refined summary of all the groups.

The "Single Committee of Ten"

After the tasks assigned to the ten regional committees had been completed, one key representative from each of the ten regional committees was invited – on the basis of his contributions, capabilities, and imagination – to be a member of what was sometimes called the "Single Committee of Ten." One teacher trainer was selected to serve as leader of the committee, in addition to the ten members. This single committee was assigned the task of organizing the output of the ten regional committees into one operational framework that could be integrated into a functional program for California public schools. The group's work began in October, 1969.

The committee's output material on learning experiences was broken down into sequences for the various school-age groupings and defined in such a way as to permit adoption into the school curriculum. A balance between the idealistic curriculum and the realistic curriculum was reached for each level of the school program.

Field Testing and Evaluation

Following the working sessions of the single committee, each member of the group chose or assumed responsibility for one part of the total proposed program to take back to his district for a field-testing study. Each person discussed the entire program format with his district colleagues, tested the plan for strengths and weaknesses, and evaluated the feasibility of the total plan. Then each committee member and his colleagues focused on the specific part of the program which they had selected for intensive work. A State Department of Education project specialist made periodic visitations to each of the districts involved in the process to work with the staff for the purpose of evaluating the effectiveness and feasibility of the suggested program format and content. Revisions were made as needed and wherever needed.

After approximately six months of field testing and many meetings between the State Department staff and school district staffs during the 1969-70 school year, a preliminary draft of the *Work-Study Handbook* was formulated. On May 25, 1970, this draft was submitted to the California State Advisory Committee on Programs for Educable Mentally Retarded Minors, to special education staffs in selected school districts, and to professional staff personnel in the State Department of Education. Feedback from these key resources was thoroughly discussed, and needed revisions were made for the final draft of the handbook.

A Continuing Program of In-depth Education and Training

Following the publication of the *Work-Study Handbook,* a team of specialists will be employed to develop a training program to instruct special class teachers and work-study coordinators (1) how to perform the functions and initial tasks set forth at the special study institute for teachers of the mentally retarded; and (2) how to use the handbook effectively.

Ten regional training conferences will be organized and conducted – one in each of the designated regions. Efforts will be made to involve all areas of educating the handicapped, since the same procedures and the same organizational structure can effectively serve other handicapped individuals as well as the mentally retarded. Training will be given in the following:

1. How to meet and relate to employers
2. How to sell employers and the general public on the advantages of hiring the handicapped
3. How to survey business and industrial situations for the identification of specific training stations and employment opportunities for the handicapped
4. How to identify the functional skill requirements for job performance and how to break these down into specific task requirements
5. How to translate job-skill requirements and task requirements into an instructional program
6. How to develop a training plan, evaluation instruments and procedures, and criteria for successful performance
7. How to articulate and coordinate the services provided by other public and private agencies for the benefit of the handicapped

The team of specialists will spend two or three days in each of the ten regions designated on the master schedule developed by the State Department of Education staff. The same training will be provided in each region and will utilize the local resources within that region.

The persons selected in each region will then draw up a plan and establish procedures for providing a regional training program for those

special class teachers and work-study coordinators who did not have the opportunity to receive the initial training. It is anticipated that several exemplary programs will be developed and established in each region to serve as home-base guides for this continuing inservice education program. Staff personnel in the Division of Special Education, State Department of Education, will assist each region in organizing, conducting, and expanding the ongoing program. The paramount goal is to prepare handicapped persons more adequately so that they can receive the kind of vocational education and training which will enable them (1) to secure permanent placement in the world of work and in the community as successful citizens; and (2) to maintain that status during their lifetimes.

PART II

Work-Study Programs in California Schools

The work-study program for educable mentally retarded minors in California is different from that of work experience education for regular minors and different from the federally financed work-study program under vocational education and compensatory education for minors who qualify in the national antipoverty effort. It is a functionally organized program that integrates work and study as a balanced process of education.

The Work-Study Program: Definition and Description

Work-study programs for the lower and upper levels of California high schools consist of all those learning experiences organized under, and coordinated and supervised by, the special class teacher. These programs are to be designed to assist all educable mentally retarded students in developing self-confidence and vocational competencies which can be used to seek, locate, secure, and retain employment and to become participating members of the community. The programs must include a balance between individual instruction and group instruction, both directed toward developing the basic skills for literacy and vocational competencies necessary to attain the program objectives. The curriculum must include sufficient flexibility and latitude to provide for the wide range of differential abilities that exist among the students in every class and in every classroom. Repeated opportunities must be provided for mentally retarded minors to apply to their daily living the academic language they acquire in the classrooms.

The work-study program must be designed to enable students to move through all phases of work programs at the high school level. Their classwork must be coordinated with their experience on the job-training stations. These job-training stations must be organized to provide for the sequential acquisition of skills and behaviors and for movement from on-campus job training to off-campus job training and eventual full-time employment.

The student population eligible for the work-study program consists of all the educable mentally retarded minors for whom the public schools have responsibility, as defined by Education Code sections 6901 and 6902 (see Appendix B).

Philosophy of Special Education Programs for Mentally Retarded Minors

Public schools must provide the fullest possible opportunities to meet the educational needs of citizens without regard to economic condition, social status, race, religion, or abilities. The foundation for our public school program is the inherent right of every child to a public-supported education to the maximum of his ability to profit from such education.

The special education program for mentally retarded minors in California has developed and must continue on the basis of the following principles:

1. Mentally retarded minors have the same rights to educational opportunities from which they can profit as do all other minors of the school-age population.
2. Mentally retarded minors must be identified with great care, and due consideration must be given to all factors that may lead to a minor's substandard performance and to the educational implications of such findings.
3. Mentally retarded minors, once identified, must have a program designed specifically for their intellectual, emotional, social, and vocational needs.
4. Mentally retarded minors must have an education that is comprehensive. Attention and efforts must be directed toward the fullest development of all the potentialities for personal, social, and emotional development leading, if at all possible, to independent, productive living.
5. Mentally retarded minors must be educated toward making an effective transition and integration into

the social, political, and economic structures of their community to the highest degree possible.

6. Mentally retarded minors must be educated in situations that permit them to develop skills necessary for daily living so that the educational outcomes will make a significant contribution to their adult life.
7. Mentally retarded minors shall be educated in the locally developed programs organized as a part of the total educational program and, if at all possible, located in conjunction with programs for "the normal minors."[1]

General Objectives of the California Program

The general primary role of the curriculum for mentally retarded minors in California public schools is to assist these minors to progress as far as possible toward becoming responsible, productive, and participating members of their community. In order to achieve this general goal, basic objectives are designed to assist these minors to develop attitudes and skills which will:

1. Lead to the formation of habits enabling them to understand themselves and to get along with others.
2. Lead to the formation of habits promoting emotional security and moving them toward independence.
3. Lead to the formation of sound habits in physical development, health, safety, and sanitation.
4. Enable them to become adequate members of a family and to become future homemakers.
5. Enable all students to develop their maximum capabilities in the basic tool subjects through individualized instruction that helps them to apply the communication and computational skills in the solution of problems encountered in everyday living situations.
6. Enable them to participate and work in a productive way of life so that they can earn their own living to the limits of their ability and can also strengthen their self-image.
7. Enable them to express themselves through music, art, and drama and to appreciate and enjoy these and other arts.
8. Assist them in selecting and participating in wholesome leisure-time activities.
9. Lead to the acceptance of civic responsibility as participating, productive members of their communities.
10. Enable them to participate in occupational and vocational experience within the school environment and within the community in developing toward economic self-sufficiency.[2]

[1] Adapted from "Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools." Adopted by the California State Board of Education, March 9, 1967. Sacramento: California State Department of Education, 1968 (processed), p. 1.

[2] *Ibid.*, p. 4.

PART III

Administrative Responsibility and Suggested Administrative Structure

As designated by the California Legislature, the chief administrator of a school district has the responsibility for effective operation of the total educational program for all minors residing in the district. The following suggestions are set forth to assist him in providing an appropriate program foundation and organizational framework for work-study programs for the educable mentally retarded.

School-Community Advisory Committees

A work-study program at the high school level is an educational activity that must be shared jointly by the school and the total community. An advisory committee that represents the school and the community can contribute greatly to developing and implementing the program plan. The committee should be composed of leaders in business and industry, in labor organizations, and in public agencies other than the school system; one certificated employee and one classified employee from the school district; a community leader who has rendered particularly outstanding service to the people in the area; and other selected individuals closely associated with the educational process (for example, a member of the local board of education). Such a group, duly appointed and organized, can be most helpful in establishing good will, understanding, and cooperation among all the components of school and community in supporting a viable work-study program for mentally retarded students. This committee can provide valuable service by reviewing the plans made for the program, by identifying ways in which each segment of the community can possibly contribute to the program, and by developing evaluation and follow-up techniques and designs as the program expands. It is extremely important that all members of the committee have an understanding of and an interest in the total educational enterprise of the community.

Membership in the advisory committee should be suggested by the work-study coordinator or the director of special education, approved by the administrative staff of the school district, and officially appointed by the district board of education. The number of members can vary with each district but should range from five to twelve. Members should be appointed for a three- or four-year term. Original appointments should be handled in such a way that reappointments can be made on a staggered basis.

All those who are selected for this committee will probably be very active, busy persons. The meetings, therefore, should be scheduled as infrequently as feasible, should follow a specific agenda provided well in advance of each meeting, and should be held generally in the evening and be limited to approximately two to two and one-half hours in duration. Since the committee is an advisory body, each member must be informed that only when meeting as a committee does it have the power to offer advice and recommend policy for consideration and action by the district board of education.

With strong leadership from the school district's staff representative assigned to work with the advisory committee, this body advises, counsels, and assists in the following ways:

1. Publicizes the entire work-study program throughout the community.
2. Develops and maintains good community relations, including community acceptance of the work-study program.
3. Makes surveys of the community for training stations and possible employment positions.

4. Develops standard practices and policies for the employment of students.
5. Assists in solving problems that involve employers and labor groups.
6. Develops and maintains transportation facilities and schedules.
7. Secures needed equipment and supplies.
8. Serves as arbitrators on wage and labor difficulties.
9. Provides information relevant to employment trends; for example, supply and demand.
10. Serves as evaluator of (a) new ideas; and (b) expansions of program offerings.

The Needs of the Work-Study Program: Identification and Definition

Even though all work-study programs for mentally retarded students must follow the same general format throughout the state, each school district's program must be designed and organized to meet the unique needs of the boys and girls enrolled in that program. Moreover, the local resources available to or obtainable by the district and the community should be utilized to the best possible advantage of that program.

Each school district must carefully evaluate the needs of the students enrolled in its work-study program as these needs relate to the characteristics, capabilities, and potentialities of the enrollees. In addition, district personnel must diligently seek to locate and develop, in the total organization of the school district operation and in the community itself, suitable training stations that will meet the needs of the students enrolled in the program.

Research and experience have demonstrated that it is highly beneficial for the school to provide well-structured on-campus work-study experiences in conjunction with classroom experiences. These on-campus training experiences form the basis for the off-campus phase of the program.

Development of the General Program Plan

Each school district's program plan should be developed by the school staff personnel designated by the district administrator to work with the students in the program. The plan should clearly show how the students will progress through the total work-study program and should describe the following:

1. Training stations
2. Job training supervisors
3. Supervision and evaluations
4. Amount of time students are to spend in training
5. Criteria used for evaluation and progression
6. Relationship between classroom activities and job training
7. Personnel responsible for planning students' programs
8. Data used and methods of gathering data upon which the students' programs are developed.

The district's work-study plan should be designed in such a way that each student will be stimulated to develop his capabilities to the maximum. No student should be locked into any one of the sequential steps for a given period of time if he has demonstrated that he is ready to progress to the next developmental step. Increased emphasis must be given to the work-training part of the program as the student nears his last year in the program. The major goal is to have all students, upon graduating from high school, ready (1) to enter a full-time program of continued training in a junior college, a vocational or trade school, or on-the-job training in private industry or business; or (2) to take on final placement in a full-time job in competitive employment.

In order to assure attainment of this end goal, exploration of job capabilities in several of the on-campus training stations must be provided. At first, experiences in each of these training stations should be limited to a given time, perhaps one month at the most. Each placement should be in the general area of the vocational interests and capabilities of the particular student, and the work entailed should be progressively more complex at each step. The student should be permitted to try some things he is unable to perform so that he can be in a better position to realize his limitations as well as his capabilities.

Approval of the General Program Plan

When the general program plan has been developed by the responsible school staff, it should be reviewed and approved by the district administrators and then referred to the advisory committee for the reactions and recommendations of that body to the district board of education. In its final form, the plan should be approved by the district board of education and drafted into the operating policy and procedures of the district.

Parts of the general plan may need to be approved by the State Department of Education, on the basis of the requirements of the California Administrative Code, Title 5, Education, Section 3407. Since this work-training experience will

involve time during the instructional day, a flexible plan has been permitted whereby it is possible to *reduce* the number of minutes generally required for the students to be under the *immediate supervision* of a special class teacher. (See California Administrative Code, Title 5, Education, Section 3407.) Approval of this part of the plan must be obtained from the Bureau for Mentally Exceptional Children, Division of Special Education, State Department of Education. Copies of the approval form are made available to school districts upon request.

This approval form requires a listing of all the potential job-training locations, the position title of the person who will be the job trainer, and the amount of time per day the student will receive such training. It is necessary to record, also, the position of the special education person (such as the work-study teacher or the work-study coordinator) who will be providing general supervision for the student. The purpose is *not* to grant approval for each student but to grant approval only for the program structure within which each student can be scheduled according to his individual needs and capabilities. The report must also include information on the following: off-campus training stations; agencies, businesses, industries, and the like, which provide training within the community; and the scope and potential of full-time employment opportunities.

End-of-the-Year Report to the State Department of Education

A school district that has a program for educable mentally retarded children and youth is required to send an end-of-the-year report to the Division of Special Education, State Department of Education. Forms for this report are made available to school districts by the Department of Education. The report must be received not more than 60 days following the end of the school year. The Department of Education needs these district reports in order to compile local and statewide statistics for the Legislature, business and industrial concerns, the Governor's Committee as well as the President's Committee on Employment of the Handicapped, the state departments of Rehabilitation, Industrial Relations, and Human Resources Development. Also many other agencies and groups request such information from the Department of Education.

The Financing of Work-Study Programs

Certain costs relating to the operation of work-study programs are legitimate charges that can be made a part of the budget for the operation of these programs.

General Information

Income is available for meeting the budgeted costs of the work-study program from local taxes – general and specific; from state income – basic and special grant; from certain federal allowances – general and specific. Funds are available for the following:

1. Full- or part-time work-study coordinator
2. Community work-study teachers
3. Part-time job trainers
4. Special coordinator (Education Code Section 6912.5)
5. Mileage allowance for work-study coordinators and community teachers
6. Transportation of students to work stations
7. Field trips for prevocational programs
8. Extra equipment and service: telephone and capital outlay
9. Pay for students, on campus and in community except for private employers (Education Code Section 5991.5)

Sources for Federal and State Funds

There are several sources of federal and state funds for short-term work-study projects available through many of the funding acts. Detailed information, application forms, and instruction manuals must be obtained directly from the agency assigned the responsibility of administering each separate act. The following references indicate sources for funds. (The appendix letters in brackets refer to the appendix material at the back of this handbook.)

Elementary and Secondary Education Act of 1965 (P.L. 89-10), as amended by P.L. 89-750, Title VI, Education of Handicapped Children [Appendix J]

Elementary and Secondary Education Act of 1965 (P.L. 89-10), Title III, Supplementary Educational Centers and Services [Appendix J]

The Vocational Education Act of 1968 (P.L. 90-576), which became effective on October 16, 1968, and which replaced the George-Barden Act, the Vocational Education Act of 1963, and all provisions of the Smith-Hughes Act except its appropriation feature [Appendix J]

State Funds: Public Law 85-926, as amended, makes money available to the State Department of Education and selected teacher training institutions. State money is available to provide financial support to inservice teachers for attendance at summer school to improve their qualifications as teachers of exceptional children [Appendix H]

Facilities for Operating the Program

The administrative head of the school district must concern himself with providing adequate facilities for the operation of the work-study program. The facilities must be designed to meet the educational and vocational needs of the students enrolled in the program. The chief administrator also has the responsibility of assuring cooperation of the several divisions of the school district in providing work-training stations throughout the district for the job-training part of the work-study program. In addition to the special classrooms, job-training stations, space and equipment for the development of specialized instructional material, and the like, space and equipment for a program-coordinating center should be provided. The facilities for the program-coordinating center should provide telephone access to the general community, space for small-group and individual counseling and testing, individualized program planning, and recordkeeping. In general, this center will also serve as headquarters for the work-study coordinator and his staff.

Selection and Training of Qualified Personnel

Qualified personnel should be selected to implement and carry out the program objectives as defined by the State of California and the local school district. These personnel should be trained and provided with all the educational and functional tools that are necessary to implement and operate the work-study program. (For discussion of specific personnel, see Part IV.)

Importance of Adequate Supervision

The administrative head of the school district shall assign persons holding appropriate credentials to provide adequate supervision of the program. On the basis of the district's size, it may be feasible to appoint a work-study coordinator to perform this function at the secondary school level. As described in the California Administrative Code, Title 5, Education, Section 3409, supervision includes "all those activities having as their basic purpose the actual improvement of the special instructional program."

Students assigned to the program shall be under the direct or general supervision of a special class teacher for the entire program day (California Administrative Code, Title 5, Education, sections 3405, 3408, 3409). Direct supervision refers to face-to-face or immediate presence of the supervisor and the student. General supervision refers to general responsibility for a student who may be under the immediate supervision of someone else.

The building principals and the special supervisors shall cooperate to provide adequate supervision both for the program and for the students enrolled in the program.

Community Resources

A number of public and private resources within each community can be helpful to the work-study staff in one or more aspects of the total program. Each school district should carefully survey its community to identify these resources, establish communications with the key persons within the pertinent agencies and organizations, and utilize the services available through these resources. Each resource has unique capabilities for providing consultative roles and some direct services to the development and maintenance of the work-study program. Once these organizations are knowledgeable about the goals, objectives, mechanics of operation, and the students being served, it is found that a large majority of them are eager to assist and to cooperate. Both the school system and the community need to understand that involvement of these organizations early in the program can prevent many problems from occurring, whereas if the case-by-case method is followed with little or no community help, a number of problems inevitably come to the fore.

Resources within each community can generally be classified under two headings: private and public.

Private Resources

Typical examples of private community resources are the following:

1. Responsible, influential leaders in business, industry, and commerce
2. Chambers of commerce
3. Service clubs, such as Civitan International, Lions, Optimists, Kiwanis, Rotary
4. Labor unions and other labor organizations

5. Private workshops
6. Employment councils and agencies
7. Private technical and vocational schools
8. Large, individual business and industrial companies, corporations, or associations (aircraft firms, grain companies, department store systems, communications and transportation firms, plants and factories of various kinds, science laboratories, technological centers, banking and business firms, and so forth)
9. Private medical facilities or centers
10. Private or semiprivate utilities – local or regional
11. Other resources in some communities

Public Resources

Some of the public resources that are often found within communities are listed as follows:

1. State of California:
   a. Department of Human Resources Development (formerly Department of Employment)
   b. Department of Rehabilitation
   c. Department of Industrial Relations, Division of Industrial Welfare
2. Other public service agencies at the state or federal level
3. Public medical facilities or centers
4. Public utilities
5. Other resources

Insurance and Work Permits

School districts and county offices of superintendents of schools operating work-study programs must provide certain insurance coverage and must issue work permits. The following information is important:

1. Although the provision of accident insurance is not a legal requirement for the public schools, districts and county offices operating work-study programs should either provide this protection or assist the students' parents or guardians in obtaining it. Authority for school districts to provide this protection is set forth in Education Code Section 11711.

2. General liability insurance coverage is mandatory for the school district, according to Education Code Section 1017. The majority of businesses and industries are covered by liability insurance. Persons charged with the responsibility of administering the work-study program should make certain that students in the program are properly protected against accidents.

3. Workmen's compensation insurance is required of all employers in California. The school district is the employer if it pays cash wages to students. According to Education Code Section 8358, the school district is also the employer of students engaged in the on-campus phase of the work-study programs whether or not they are receiving a cash wage. A list of all students involved in the on-campus training phase of the program should be provided to the administrator who has been assigned the responsibility of business administration. These students should be carried by the school district as trainees and and should be listed with the other district employees for coverage under workman's compensation insurance. This list should be kept up-to-date. Those students who are not receiving any wage whatsoever should be listed separately from the students who are being paid. All students who receive any wage regardless of the amount should be carried as employee-trainees since they qualify as both employees and trainees.

4. A work permit must be issued by the school district to each student participating in the work-training phase of the work-study program. Each student participating in this program at the on-campus level should be certified to the business manager of the district as a "student trainee."

Assessment, Evaluation, and Follow-up in Relation to the Work-Study Program

A sequentially developed evaluation and follow-up procedure should be an integral part of the total program. The follow-up studies must be available to determine program strengths and weaknesses; to form the basis for program development; and to validate the program outcomes, or the achievement of the goals and objectives of the program. The administrative head should ensure that the personnel in the total work-study staff understand their responsibilities in this process.

Suggested Structures for Administrative Organization of the Program

The organizational structure for the administration of the work-study program will vary depending upon the particular needs within a given school district and upon the staff personnel available to meet those needs. It is important that an orderly, workable system be established and that each member of that system know what he is supposed to do and to whom he is responsible. The following charts are examples of some existent line and staff patterns.

Chart 1

ORGANIZATIONAL PATTERN FOR WORK-STUDY PROGRAMS IN LARGE SCHOOL DISTRICTS

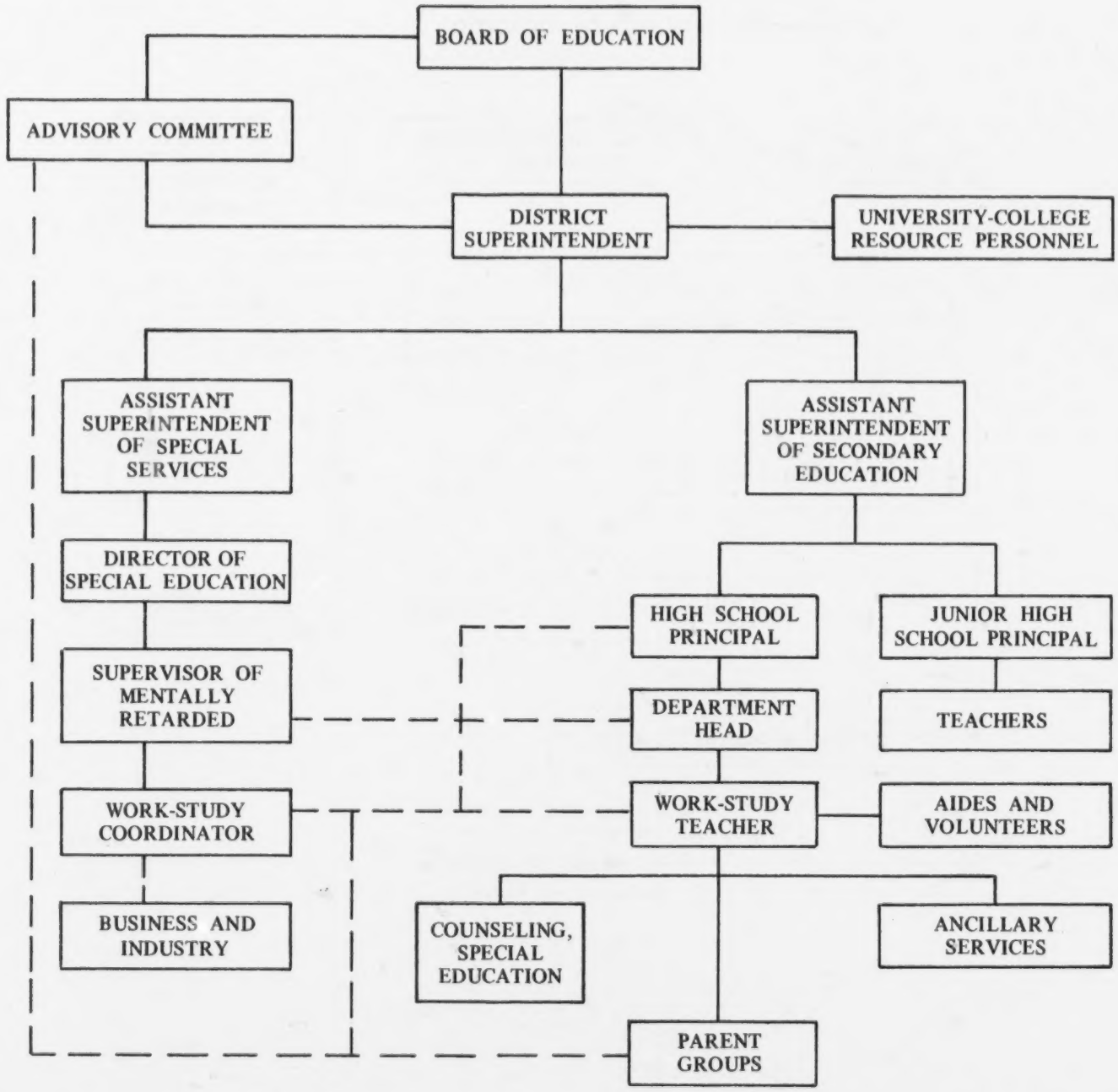


Chart 2

ORGANIZATIONAL PATTERN FOR WORK-STUDY PROGRAMS IN SCHOOL DISTRICTS OF MEDIUM SIZE

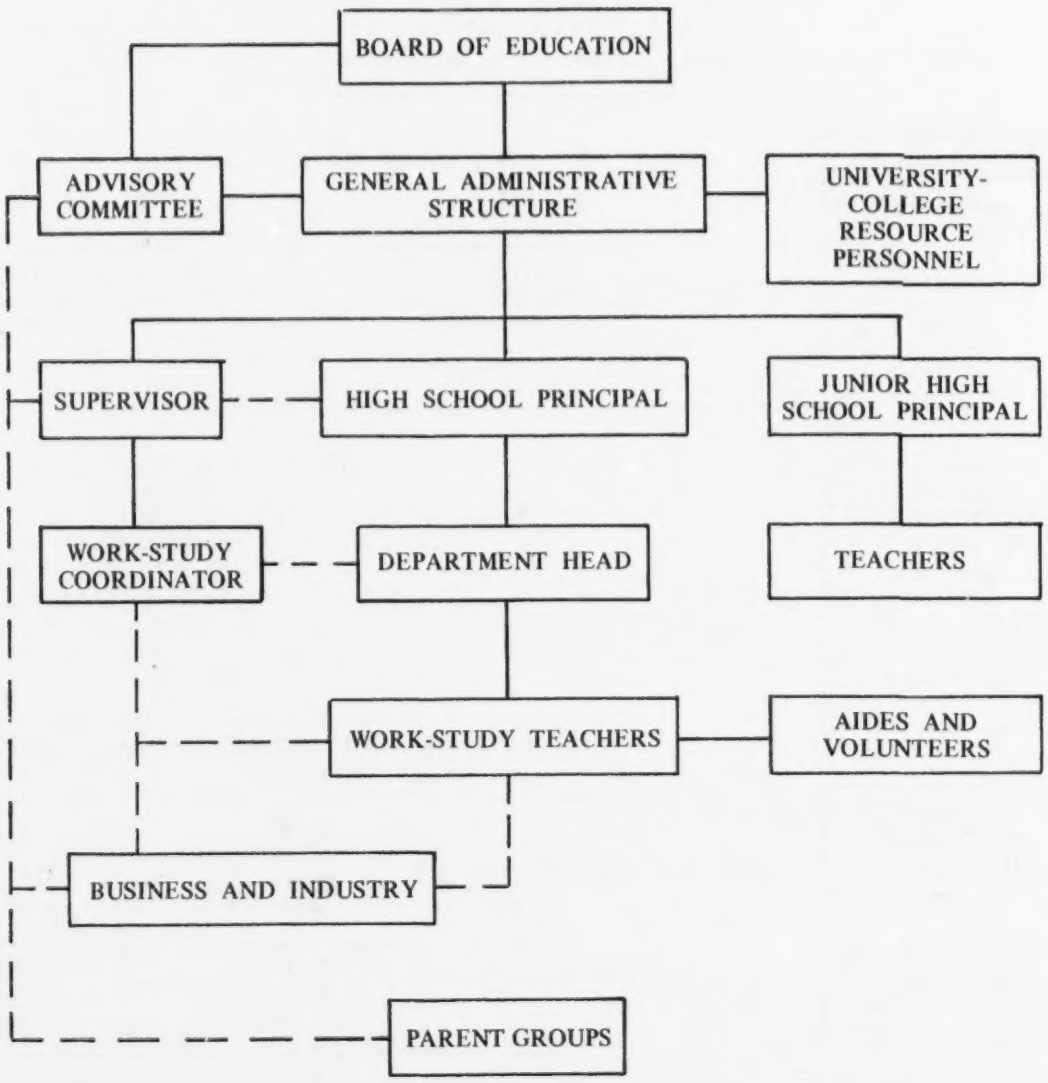
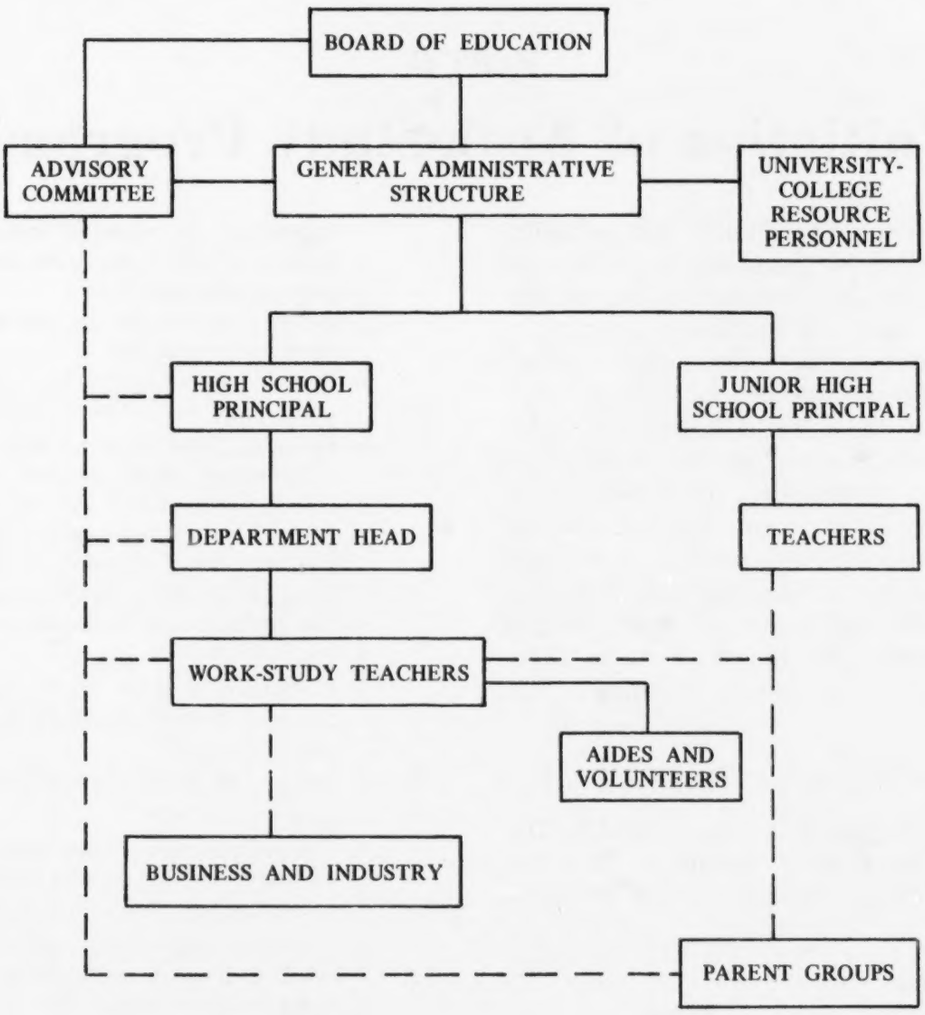


Chart 3

ORGANIZATIONAL PATTERN FOR WORK-STUDY PROGRAMS IN SMALL SCHOOL DISTRICTS



PART IV

Initiation of Work-Study Programs

The administrative responsibility for initiating work-study programs for mentally retarded students begins with the development of the professional staff. This staff will include a work-study coordinator, a community work-study teacher, job-site trainers, and the special education administrator. Duties that must be assigned and coordinated are those of (1) surveying the total school operation and the community for training and employment possibilities; and (2) developing schedules and transportation for the work-study staff and for the students. Creating trainee evaluation forms, methods, and techniques and deciding on credits and grades for the work-study experience are also necessary during the planning of this program.

Suggested Staff for the Program

Descriptions of suggested staff personnel for the conduct of the work-study program, including information on their qualifications and responsibilities, follow.

Work-Study Coordinator

Care must be taken in identifying and employing the work-study coordinator. He is largely responsible for the success of the program.

1. Qualifications
   a. Possession of appropriate credential
   b. Two or more years of teaching experience in the field of special education
   c. Some occupational experience other than in education
   d. Ability to relate favorably to adults as well as to educable mentally retarded students
   e. Capability of functioning effectively in a relatively nonstructured situation
   f. Knowledge of jobs in the community, conversational skills, and understanding of people
2. Work load
   The supervision of at least five but not more than ten community work-study teachers, plus general supervision of students under the direct supervision of the work-study teachers
3. Duties and responsibilities
   a. Being charged with the overall supervision of the work-study program
   b. Serving as coordinator for other special class and community work-study teachers
   c. Providing inservice education and an exchange of information about current developments. (The development of inservice education must concentrate on program improvement as well as on staff development. Curriculum revisions, program planning, case studies, and other important projects for the program can be facilitated through inservice education.)
   d. Explaining program needs, goals, and purposes to students, parents, teachers, nonprofessional staff, and employers
   e. Developing brochures and fliers that aid in public relations contacts
   f. Talking to teacher organizations, parent groups, and civic organizations in order to promote better understanding of the work-study program
   g. Personally and in cooperation with the work-study teacher, locating and screening potential placement stations within the school and the community for desirable use as training stations
   h. Helping the work-study teacher in the placement of students and assisting job trainers and employers with the orientation of students during training periods
   i. Developing a supervision schedule so that all work stations are contacted regularly by a member of the work-study team
   j. Developing one-, three-, and five-year follow-up studies of graduates
   k. Assisting administrators in the determination of policies related to high school credits that are earned toward graduation for participation in the work-study program
   l. Maintaining liaison and making referrals to other local agencies as the need arises; e.g., the State Department of Rehabilitation

Community Work-Study Teacher

The community work-study teacher is responsible for the supervision of students placed in off-campus training and employment.

1. Qualifications
   a. Possession of appropriate credential
   b. Successful experience in job counseling with students
   c. Ability to relate to administrators, employers, and job-site trainers
   d. Ability to function within a flexible time schedule
2. Work load
   a. At least 10 hours per week to supervise students on the job if also assigned to special class teaching duties
   b. Some teachers assigned full time in the community, while other special class teachers assigned full time to special classes
   c. No teacher permitted to have more than 18 students under his supervision at one time
3. Duties and responsibilities
   a. Having students fill out work permits to be kept in a central file
   b. Placing students on work stations and assisting trainers and employers with orientation
   c. Working out general supervision plans with trainers and employers and being responsible for the students under the direct supervision of the job-site trainer
   d. Orienting each student as to the means and schedules of transportation to and from his job
   e. Making an evaluation of students at the close of the third, sixth, ninth, and eighteenth weeks of school, respectively
   f. Maintaining records that would include data relative to work achievement, work permits, student strengths and weaknesses regarding employment potential, social and emotional limitations and competencies related to job situations, anecdotal notes, and other pertinent information

Job-Site Trainer

Job-site trainers are responsible for the direct supervision and job training of the work-study participants while they are on the job. A job-site trainer is an important key to the success of a student's experience. Therefore, careful consideration must be given in the selection process. Provision should be made, too, for necessary inservice orientation and training.

A special or regular vocational education credential is not required for the job-site trainer since general supervision of the students involved in the training must be provided by the work-study teacher or the work-study coordinator. However, for prestige purposes, each district may wish to check through the vocational educational credentialing process to ascertain if the trainer is eligible for a credential or if it is feasible to get him credentialed. Desirably, and if it is possible to do so, some released time from regular duties might be arranged to provide vocational instruction. The expense of such instruction is a legitimate expenditure of the vocational education funds available for the handicapped.

1. Qualifications
   a. Personal
      (1) Willingness to participate in the work-study program and to attend an orientation and inservice education session regarding the overall purpose and structure of the program
      (2) Willingness and ability to understand the problems that the mentally retarded have and to build up their capabilities
      (3) Responsiveness to the emotional and vocational needs of the student trainees and the ability to communicate with them
      (4) Willingness to communicate and cooperate with the work-study teacher or coordinator
   b. Vocational
      (1) Being a competent and dependable worker
      (2) Being able to relate the scope and sequence of the vocational tasks to be accomplished to the trainee and to provide adequate and appropriate instructions for task accomplishments
      (3) Being able to direct the progress of the trainee and to assist in the evaluation of his progress
      (4) Being able to describe and enforce minimum standards of work output and to provide supervisory guidance to the trainee in performing the assigned task
      (5) Being able to describe strengths and weaknesses of the trainee regarding the performance of his task and to make suggestions for learning experiences outside the task which can be translated into the educational or training program
2. Duties
   a. Assisting the work-study coordinator in defining the tasks to be learned in the work-training station and developing the training manuals, workbooks, and other instructional materials
   b. Assisting the work-study coordinator in the selection of potential trainees and in providing

orientation to the job-site situation and training program
c. Assisting the work-study coordinator in the evaluation of the trainee's progress
d. Providing general and specific instructions to the trainee when he is on the job and supervising his work
e. Preparing necessary reports, evaluations, and recommendations regarding the trainee's work
f. Maintaining a safe working environment and an atmosphere conducive to successful performance
g. Making immediate contact with the work-study coordinator in any emergencies or crises involving the trainee

Techniques of Surveying the Community and Making Contact with Employers

The following sources of information can be used in identifying the types of jobs performed in a given community, learning of potential job openings, and making contacts with employers.

1. Apprenticeship councils
2. Local chamber of commerce
3. Civil service systems – federal, state, county, city
4. Local branch of the California State Department of Human Resources Development
5. Employer advisory committee
6. Local employer association
7. Local committee on the handicapped
8. Yellow pages of local telephone directory and the local manufacturer's directory
9. Newspapers – advertisements, business pages, and financial pages
10. Organizations for the disadvantaged
11. Local personnel managers' association
12. Service clubs, civic groups, fraternal organizations (An example of a service club that can be most helpful is the Civitan Club; each such club belongs to an international service organization dedicated to developing good citizenship. The major project of this organization is working with and for the mentally retarded. There are many of these clubs in California. A list showing their locations appears in Appendix E.)
13. Sheltered workshops
14. Trade journals
15. Labor union organizations

The cultivation of personal relationships with members of community organizations over a period of time often enlists special interest in the work-study program and results in opening employers' doors or in alerting the coordinator and/or teacher to openings suitable to the students.

Parents and/or guardians must give their written permission for any student to participate in the on-campus or off-campus phase of the work-study program. Early parental involvement and cooperation, therefore, assists greatly in better training and placement of mentally retarded students. Parents and guardians can render valuable service to the program by canvassing the community for on-the-job training stations and for full-time jobs.

Employers are the customers. The products are the special education students. Good salesmanship requires that potential customers who can use the product be located and familiarized with the value of the student as an asset in their businesses. Knowing prospective employers and visiting their places of business will heighten awareness of job opportunities for the students and will also make it increasingly possible to determine which boys and girls can handle certain jobs. It is at this point of familiarity that the teacher as a salesman can acquaint prospective employers with the feasibility of employing some of the students for specific jobs.

Employers can be invited to give speeches to the special class regarding how to seek and find work, or what an employer looks for in a new employee. In so doing, visiting employers not only enrich the classroom atmosphere but also become acquainted with the students and with their needs, characteristics, problems, and assets.

Field trips are another means of providing instructional enrichment and of familiarizing employers with the students. In addition, the teacher learns about the employer's business and about various types of potential job opportunities.

The Scheduling of Staff and Students

The scheduling of the duties and functions of the professional staff and of the learning and training activities of the students is essential to the work-study program. Any scheduling that is done should be realistic, workable, and appropriate to existing needs.

Work-Study Coordinator

It will be difficult for the full-time coordinator to anticipate how his daily or weekly schedule will evolve. However, he should be encouraged to think through a master schedule relative to an anticipated time breakdown that is realistic in terms of his various responsibilities. An important facet of

scheduling is to keep the office secretary informed as to where the coordinator may be reached when he is not in the office. The job of a work-study coordinator in a large district program (serving five or more classes) is varied and demanding; the scope and nature of this type of job are described earlier in Part IV, in the section regarding work-study coordinators.

Since most full-time coordinators will need to put in more hours than are contained in an average teaching day, it might be feasible to adjust the full-time coordinator's schedule to a starting time that is more in line with the opening time for businesses with which he will be working. It is also desirable to arrange compensatory time allowances and/or additional money whenever possible.

Community Work-Study Teachers

For those high school programs which have only one or two special classes or happen to be in the initial stages of development, a special class teacher is often assigned as a community work-study teacher.

The community work-study teacher should be assigned to teach special classes for part of the school day, and the remainder of the day should be scheduled for work-study supervision responsibilities. In launching such a program, the administration should anticipate that it is quite possible that not all of the work-study teacher's students will be involved in on-the-job training situations. Proper scheduling, therefore, should allow time for this teacher (1) to assist students who are enrolled in regular classes; and (2) to assist the regular teacher(s) who is (are) providing instruction to those students.

Students in the Program

It is generally desirable for the work-study coordinator to assist in the annual administrative responsibility of establishing individual curriculum schedules since he is aware of the academic status, the nonacademic status, and the work-study levels of the students enrolled in the program. It must be anticipated in scheduling that, because of work layoffs, unavailability of specific types of work stations, or other uncontrollable variables, not all high school students of junior and senior status will be involved in job-training situations. These students are expected to attend special classes in school, and/or attend regular nonacademic classes, and/or engage in work-study experiences on the school premises until replacement on a community work-training station is available or desirable.

It should also be noted that the school's schedules for students in the work-study program must be sufficiently flexible to meet the varying time needs of some employers of part-time working students.

Transportation of Trainees

Student transportation problems in getting to and from the training station should be the concern of the school work-study teacher. He must assume the responsibility for assisting the students in finding a solution to such problems. In securing job-training situations for students, one must remember that work training is an integral part of the curriculum; therefore, the coordinator and the work-study teacher should ask themselves, "Is this work situation that is under consideration so located geographically that I will be able to offer adequate supervision and arrange a satisfactory transportation schedule for the student?"

The following are some suggested approaches to the transportation of program trainees:

1. Check out the school bus schedules.
2. Develop a parent car pool.
3. Lease a small bus or a station wagon for the teacher to drive, to be paid for out of work-study funds. If the district is participating in a cooperative program with the State Department of Rehabilitation or uses the available services of a general rehabilitation counselor, it might be possible to arrange funds for transportation from this departmental source.
4. Hire an adult with a chauffeur's license to deliver and pick up students daily.
5. Utilize a car donated by an auto dealer. This could be driven by a school board member or by a person on the school staff.
6. In a large city, provide bus tickets for the students from work-study money.
7. Make use of a student-driven car. (If this approach involves a policy of your district, you should clear the matter with your legal office at the district level.)
8. Do not overlook the possibility or feasibility of walking or of riding a bicycle.

Work-Study Trainee Evaluation

The work-study coordinator has overall responsibility to the school for the conduct of the program and specific responsibility for student supervision. After placement in training stations has taken place, continuing supervision and evaluation by the

school work-study teacher will be necessary to assist the trainee and the trainer in making whatever adjustments to this new situation are needed. The work-study coordinator should visit program trainees at their places of employment at least once every week, and more often if the needs of one or more particular individuals dictate.

Student Attendance

The attendance of students enrolled in the program should be recorded each day at school and on the job. Attendance procedures should be established by the work-study teacher so that the school and the employer will know when and where the student will be working. The daily job attendance record should be checked by the work-study coordinator each week.

Counseling of Students

After collecting data from a student's work-study progress report (see Appendix D), a counseling session should be held with the student. At this time the student himself should fill out a progress report, and a process of self-evaluation should take place, with the counselor assisting the student to interpret the items on the report. A comparison should be made of the rating of the student by the job supervisor and the rating reached by the student himself, with a look at the student's strong points and weak points as others see him at work and as the student sees himself.

Rating Scales

The student's progress report is an example of the type of form that has been used with good effect. It provides a means of rating many aspects of the worker; these aspects are ranked from 1 to 5. The scores are then transferred to the student's work history record (see Appendix D).

The Awarding of Credits and Grades

Policies regarding the establishment of credits to be awarded for work-study experience should be realistic and must be directly related to the amount of time involved in actual training experiences. Students should be given the same number of units per period or per hour when they are participating in work-study activities as they would be given if they were in a regular class. Credits for a student in the work-study program should be comparable to the total number of credits any other student is able to earn per year for the same number of instructional hours of attendance.

Grades for in-school and community work-study training should be based upon the written evaluations of work performances and adjusted by the work-study teacher in cooperation with the job-area trainer.

PART V

The Work-Study Curriculum

This section, one of the most important components of the *Work-Study Handbook,* is concerned with general emphases, specific objectives, curriculum content, learning activities, instructional approaches, counseling, work training, and other curriculum-related factors in the educational-vocational program for mentally retarded minors.

Building the Continuum of the Instructional Program

The curriculum for special education programs must consist of a clearly defined, well-balanced instructional program that is planned in sequence, beginning at the lower elementary level and continuing through the senior high school.

General suggestions for developing a balanced curriculum are set forth in Chart 4.[1]

Curriculum that is thoroughly organized, consistent with the plan set forth in the chart shown here, and conducted by a competent staff should assure, during early, middle, and later childhood, development of the habits and skills that are essential for eventual occupational and social adequacy.

Overall Program Objectives

Current practice suggests that the work-study concept is the most effective approach to programming for the educable mentally retarded at the high school level. The focus of the objectives of the programs should be on the needs of the students enrolled and the environment of the community where the program functions. Objectives should be formulated by the special education staff and must guide the planning and operating of the program throughout the school year.

The work-study program objectives must be student-oriented rather than teacher-oriented. While overall objectives may appear to be rather rigid, it should be borne in mind that enabling or working objectives (1) must allow for reevaluation and realignment; and (2) must allow for each student to move through the program at his own pace and in a manner consistent with his acquisition of skills, attitudes, and knowledges that are necessary to his development of occupational adequacy, social adequacy, and emotional stability.

Specific Program Objectives

Specific program objectives for the preparation of mentally retarded minors are listed here according to the four levels of learning – primary, intermediate, junior high school, and senior high school.[2]

Specific Program Objectives for the Primary Level

For pupils in the primary grades, specific program objectives, in order of importance, should include the development of the following:

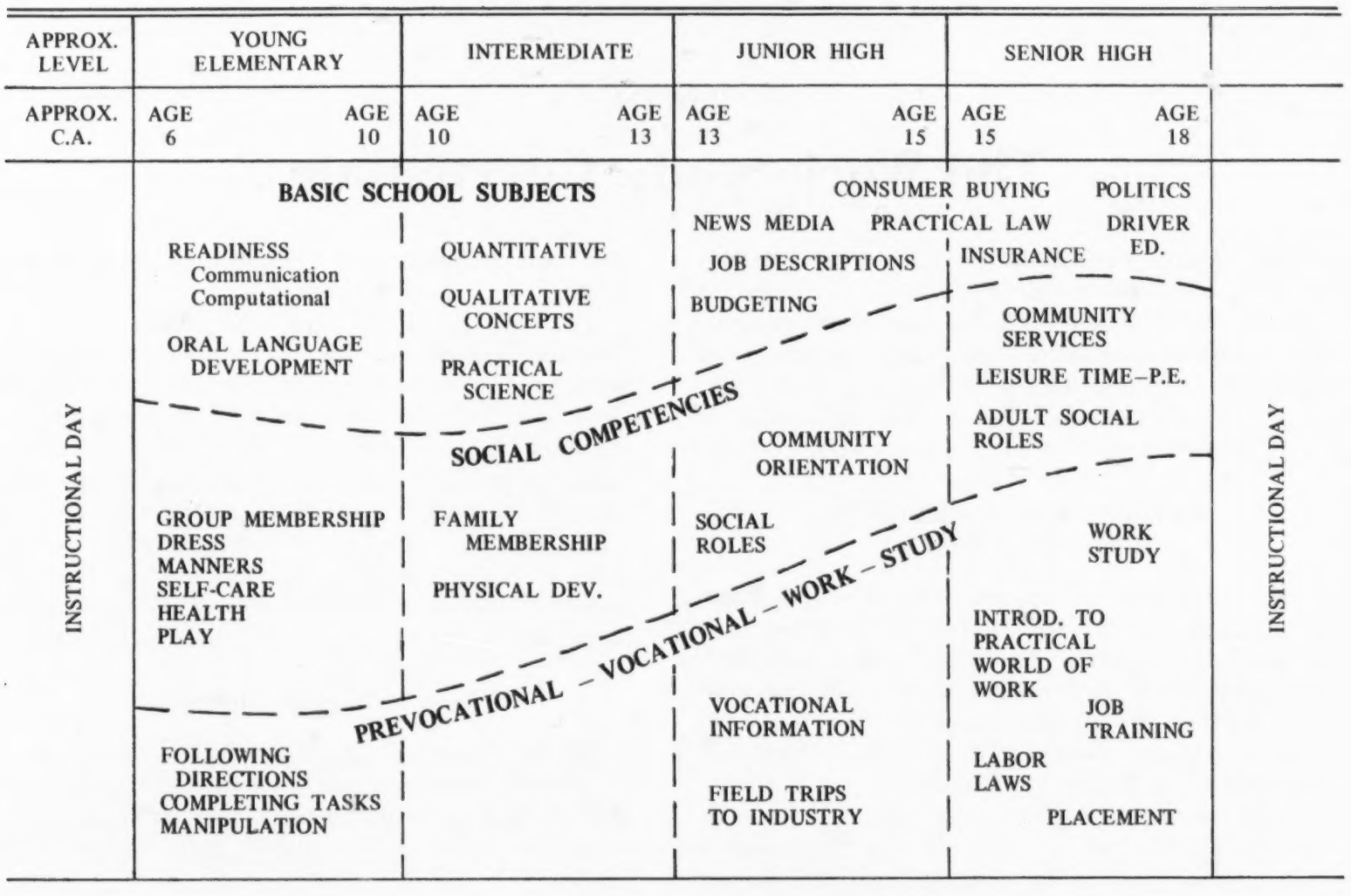
1. Habits enabling the pupils to understand themselves and to get along with others
2. Habits promoting communication and building emotional security, which can lead toward a positive self-image and a sense of independence
3. Habits leading toward the cultivation of physical fitness and dexterity, good health, and safety and sanitation practices
4. Habits leading toward the pupils' becoming contributing members of their families
5. Habits promoting readiness for growth in the use of language and readiness for number concepts
6. Habits that will enable the pupils to participate in work as a productive way of life

[1] Adapted from "Guidelines for Developing a Course of Study and Curriculum for Mentally Retarded Minors in California Public Schools." Adopted by the California State Board of Education, March 9, 1967. Sacramento: California State Department of Education, 1968 (processed), p.5.

[2] *Ibid.*, pp. 6-7.

Chart 4

GENERAL SUGGESTED CURRICULUM EMPHASIS FOR EDUCABLE MENTALLY RETARDED MINORS



Specific Program Objectives for the Intermediate Level

The content of the curriculum for pupils in the intermediate grades should provide continuation of the experiences presented during the primary years.

Specific objectives for the intermediate years, in order of importance, should include the development of the following:

1. Competencies that promote personal, social, and vocational development
2. Habits that promote personal health, physical fitness and dexterity, and safety practices
3. Skills that promote practical application of the basic school subjects
4. Habits that will enable the students to begin to appreciate and express themselves through music, art, and drama

Specific Program Objectives for the Junior High School Level

The content of the curriculum for students at the lower high school level should provide a continuation of the experience presented at the intermediate level.

The specific program objectives for the junior high school years, in order of importance, should include the development of the following:

1. Competencies that promote personal and social growth and development
2. Activities that lead to emotional security and independence
3. Ability in the practical application of the basic school subjects
4. Habits that promote personal health, physical fitness and dexterity, and safety practices
5. Understanding of the family and the roles of its members

6. Skills for participating in recreational and leisure-time activities
7. Readiness for acceptance of civic responsibility as a productive, participating member of the community

Specific Program Objectives for the Senior High School Level

The purpose of the program at the upper high school level is to refine the skills and develop the abilities of the students so that they can make a satisfactory transition from the school to adult society. The content of the curriculum for the senior high school program should provide continuation of the experiences made possible during the lower secondary school years.

The specific objectives for this level should include the development of the following:

1. Skills and attitudes for personal and social competence
2. Skills and attitudes for vocational competence
3. Emotional security and the ability to function independently
4. Understanding of the roles of members of the family and skills necessary for successful family living
5. Activities that help students to become contributing members of the community
6. Skills for continued promotion and advancement of physical fitness and dexterity, as well as recreational and leisure-time activities
7. Ability to apply the skills learned in basic school subjects to the demands of the local community

Secondary-Level Program Offerings

General suggested curriculum emphases for educable mentally retarded students in junior and senior high schools appear in Chart 5.

All of the suggestions for courses and content material cannot be worked into every student's program. Teachers must develop a program that fits the needs of the students in the community in which the learners reside. Some of the courses might be taught for one semester, or, depending upon the learners' needs, they could be combined. Recommendations have been made for emphases at each of the six grade levels; these are shown in Chart 5. There is also the possibility of team-teaching the core subject-matter areas, along with noncore special education electives and regular education electives.

In the pages that follow, each subject area represented on the chart is discussed, and a sequence of outlines showing suggested course coverage and content is presented. Even though the general areas are identified by suggested course titles, each area must be developed and taught in a series of units, and each of the units must be organized to support the general area title.

Communication Skills (Oral and Written)

Basic communication skills for grades seven through twelve are listed in the detailed outline that follows. At the junior high school level, the emphasis should be on writing, speaking, listening, nonverbal observations, and fundamentals of thinking.

At the senior high school level, the stress should be on practical application of all basic skills, beginning with mass-media communication in the tenth grade and continuing with communication experiences in the eleventh and twelfth grades. Provisions must be made for opportunities through which the student can develop the ability to ask appropriate questions and to find proper answers to these questions within the school and the community.

SEVENTH GRADE

Communication Skills

1. Writing:
   a. Cursive and manuscript styles
   b. Spelling
   c. Basic sentence and paragraph structure
   d. Punctuation, capitalization, terminal punctuation
2. Speaking:
   a. Correct usage
   b. Vocabulary development
   c. Courtesy in speaking
   d. Pronunciation and enunciation
   e. Clear expression of ideas

EIGHTH GRADE

Communication Skills
(Cont'd.)

3. Listening:
   a. Following directions and instructions
   b. Courtesy in listening habits
   c. Attention to speech
   d. Aural comprehension and interpretation
   e. Listening vocabulary
   f. Critical listening
4. Nonverbal observation:
   a. Social cues
   b. Comparisons
   c. Purpose observation
5. Fundamentals of thinking:
   a. Problem solving
   b. Classification

c. Comparison
d. Critical thinking

NINTH GRADE

Functional Communication

Content coverage for seventh and eighth grades, plus the following:

6. Functional application of basic skills:
   a. Catalog orders
   b. Letters
   c. Recordkeeping
   d. Forms
   e. Graphic representation
   f. Social conversation

Chart 5

GENERAL SUGGESTED CURRICULUM EMPHASIS FOR EDUCABLE MENTALLY RETARDED MINORS IN SECONDARY SCHOOLS

Approximate level	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL			
Year of school	7	8	9	10	11	12	
Basic skills	*Basic mathematics *Basic reading skills *Basic communication	*General mathematics (application) *Reading laboratory *Communication skills	*Functional mathematics (vocational, homemaking) *Functional communication	*Health and safety Practical science *Practical mathematics (application) (Reading will be incorporated into communications sequence.) *Mass media communication	*Consumer education *Communications laboratory	Applied mathematics *Adult roles *Communications laboratory	INSTRUCTIONAL DAY
Social competencies and leisure-time activities	*Science *Personal development Fine arts Recreation P.E.	*Community studies Fine arts Recreation P.E.	*Cultural and social patterns Fine arts Recreation P.E.	*Driver education mobility series Fine arts Recreation P.E.	American studies P.E. Recreation	P.E. Recreation	
Vocational work-study	*Consumer and homemaking education Vocational arts	*Vocational arts Consumer and homemaking education	*Vocational orientation Work-study, on-campus/ on-site	*Vocational exploration *Work-study, on-campus/on-site Homemaking Industrial arts	*Vocational guidance Work-study, on-campus/on-site; *on-campus/off-site Work-study, off-campus	*Vocational laboratory Work-study, on-campus on-site; on-campus/ off-site *Work-study, off-campus	

*Recommended emphasis.

TENTH GRADE

Mass-Media Communication

1. For use in teaching all the basic skills:
   a. Radio
   b. Phonograph records and tape recordings
   c. Television
   d. Telephone
   e. Bus schedules
   f. Time schedules
   g. Newspapers
   h. Magazines
   i. Air schedules
   j. Journalism
   k. Advertisements
2. Fundamentals of thinking

ELEVENTH GRADE

Communication

1. Vocabulary:
   a. Social conversation
   b. Personal conversation
   c. Family conversation
   d. Vocational conversation
2. Social conventions
3. Interviews
4. Application forms

TWELFTH GRADE

Communication
(Cont'd.)

5. Maintaining reading, writing, speaking skills
6. Writing personal data sheets
7. Developing and integrating basic communication skills expressed in experience units as they apply to daily living
8. Using literature, poetry, art, drama, music, and dance to:
   a. Examine motives
   b. Interpret actions
   c. Express feelings and emotions
   d. Compare emotional experiences

Reading

At the junior high school level each student should receive intensive training in reading skills as well as training in the oral and written aspects of the language development program. Instruction in reading skills, continuing from the intermediate level, must be progressive and developmental. Each student will probably be at a level slightly different from that of other students in the development of word recognition, reading comprehension, and functional application of essential sight vocabulary. It is extremely important and necessary, therefore, that a thorough evaluation be made of each learner's reading skills to determine at which level the formal and individualized instruction should be started. Once the beginning level has been identified, the program should proceed in a planned sequence, moving gradually from the known to the unknown, from the simple to the more complex, from the basic and the concrete toward more abstract word usage – all the while emphasizing word usage applicable to daily living and vocational preparation.

The reading program for the junior high school student (approximately the seventh through the ninth grade) should include units of learning in the following areas:

1. Development and refinement of the basic reading skills and the application and use of those skills in reading for:
   a. Information
   b. Direction
   c. Pleasure
   d. Survival-safety
   e. Vocations
   f. Daily living-consumer buying
2. Use of dictionaries and directories; use of the library
3. Development of reading vocabulary consistent with and as nearly parallel to the conversational vocabulary as possible
4. Reading for mobility; for example, maps, schedules, charts, forms
5. Reading of catalogs, newspapers, magazines, paperback books, good comic books, and the like

The instructional program should be designed to force progress in each of the areas stressed in the foregoing so that by the time the students enter their tenth year, they can functionally utilize their reading skills.

Formal reading instruction for the tenth through the twelfth year should be incorporated into the communication sequence to involve mass-media communication, detailed and specific consumer buying, and vocational information units of study.

Vocational Orientation and Guidance

The major occupational goal of the special secondary program is to prepare students to get jobs and keep them. Activities to develop skills leading to vocational competence must be continued from the junior high school program. These skills must be directed toward the world of work and the young adult society; the learner needs to understand, for example, that following instructions from the teacher relates to following instructions from the foreman, the policeman, and the doctor.

Students should have opportunities to visit commercial and industrial establishments so that they can observe different jobs and find out what skills the jobs require. Students should be assisted in making an adequate self-evaluation that includes their occupational abilities and interests. Job descriptions, breakdowns, duties, and procedures should be studied, and the students should learn methods of locating, applying for, and holding jobs.

On-campus training, followed by off-campus experience, should be provided. Students should be assigned to jobs consistent with their abilities and interests. They should be helped to understand all the demands of the job *before* placement. After placement they should be helped to make periodic self-evaluations to supplement the evaluations of their work made by the employer and by the special class teacher. Areas in which the learners need to improve their job performance should be discussed with them personally, and assistance in making these improvements should be rendered.

Opportunities to develop vocational attitudes, abilities, and skills must be presented in every part of the secondary school program. These elements cannot be taught directly but must be incorporated in the general program. Special students should be taught to:

1. Follow instructions in detail – be good listeners.
2. Be at the right place at the right time.
3. Complete assigned tasks without constant urging, guidance, and/or supervision.
4. Evaluate their work as they do it.
5. Profit from constructive criticism.
6. Be trustworthy – be where they are assigned to be, stay where they are supposed to stay, and keep their hands off things they are not supposed to handle.
7. Recognize when they need help and take steps to get it.
8. Take responsibility for their mistakes.
9. Maintain good standards of conduct and personal appearance.
10. Respect the dignity of work.

The following lists contain some suggested unit titles for grades nine through twelve.

NINTH GRADE

Vocational Orientations

1. Self-evaluation
2. Local job opportunity
3. Job exposure
4. Development of job habits, aptitudes, and skills
5. Aptitude testing
6. Orientation to work-study
7. Analysis and simulation of on-campus job
8. Grooming

TENTH GRADE

Vocational Exploration

1. Assessment of vocational interests and potential
2. Job evaluation
3. Aptitude testing
4. Analysis of off-campus jobs
5. Career planning

ELEVENTH GRADE

Vocational Guidance

1. Employer-employee relations
2. Laws and regulations
3. Job-finding skills
4. Standards of work performance
5. Career planning
6. Interviewing and employment agencies

TWELFTH GRADE

Vocational Laboratory

1. Job-related problem solving
2. Specific job vocabulary
3. Usual proper channels
4. Laws and regulations in work
5. Proper dress
6. Unions and associations
7. Career planning
8. Job-keeping skills

Work-Study (Training Sequence)

The following subsections indicate the sequential steps in work-study development through which a student should proceed at his own speed and ability.

NINTH YEAR

Work-Study, On-Campus, On-Site

A student may be placed at a work station located on the site where he is enrolled under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of a school employee.

TENTH YEAR

Work-Study, On-Campus, On-Site

A student may be placed at a work station located on the site where he is enrolled under the *direct supervision* of a (special class) work-study teacher coordinator and the direct supervision of a school employee.

TENTH YEAR

Work-Study, On-Campus, Off-Site

A student may be placed at a work station located on school district property other than that of site enrollment under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of a school employee.

ELEVENTH YEAR

Work-Study, On-Campus, On-Site

A student may be placed at a work station located on the site where he is enrolled under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of a school employee.

ELEVENTH YEAR

Work-Study, On-Campus, Off-Site

A student may be placed at a work station located on school district property other than that of site of enrollment under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of a school employee.

ELEVENTH YEAR

Work-Study, Off-Campus

A student may be enrolled in work-study for one to four hours during the regular school day. (Add working hours as per Labor Code.) A student may be placed in a community in actual work situations under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of the employer.

TWELFTH YEAR

Work-Study, On-Campus, On-Site

A student may be placed at a work station located on the site where he is enrolled under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of a school employee.

TWELFTH YEAR

Work-Study, On-Campus, Off-Site

A student may be placed at a work station located on school district property other than that of site of enrollment under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of a school employee.

TWELFTH YEAR

Work-Study, Off-Campus

A student may be enrolled in work-study for one to four hours during the regular school day. (Add working hours as per Labor Code.) A student may be placed in a community in actual work situations under the *indirect supervision* of a (special class) work-study teacher coordinator and the direct supervision of the employer.

Mathematics

The mathematics program must be continued from the intermediate level. Activities to expand the knowledge, skills, and use of the four basic methods of arithmetic must be presented.

Learning activities should be developed in the vocabulary of mathematics and in skills that involve using money, preparing simple budgets, computing costs of grocery lists, keeping simple checking accounts, and other basic processes of consumer buying. Activities must be arranged to involve measurements of all kinds and the relationship of numbers to the various methods of measurements. Elementary fractions should be introduced, and the ability to deal with these fractions must be developed; for example, one-half cup, one and three-quarter inches, a quarter-mile, and the like. An understanding of time and distance must be developed at this level. A successful program integrates these activities into experience units that include other areas of the curriculum in addition to that of number concepts.

All learning activities must begin where the student is found in his understanding and functional use of the concepts of mathematics. Although reinforcement of knowledge calls for some degree of practice, the practice that is done – for example, in computation or in problem solving – must be meaningful and must be used in realistic applications whenever and wherever possible. Practice or drill that is without interest or application will likely turn the student away from the functional use of mathematics skills vitally needed in his adult life. Again, the instructional program must be designed to induce strong, healthy progress toward functional utilization of mathematical concepts and skills necessary for living and working in the community as adult persons.

The following lists contain suggested unit titles, and suggested content under these titles, for mathematics instruction in grades seven through twelve.

SEVENTH GRADE

Basic Mathematics

1. Quantitive vocabulary
2. Number concepts
   a. Count 1, 2, 4, 10
   b. Place value
   c. Basic process

3. Money values
   a. Application
   b. Coin recognition
   c. Making change
   d. Decimal concept
4. Measurement
   a. Time
   b. Lineal
   c. Dry
   d. Liquid
5. Wise use of money
   a. Personal budget planning
   b. Savings account
   c. Loans and borrowing

EIGHTH GRADE

Functional Mathematics

1. Quantitive vocabulary
2. Number concepts (extended)
3. Basic processes
4. Measurement
   a. Time
   b. Lineal
   c. Dry
   d. Liquid
5. Money
   a. Identification
   b. Counting change

NINTH GRADE

General Mathematics

1. Quantitive vocabulary
2. Numbers
   a. Ratio
   b. Fractions
   c. Decimals
3. Basic processes
4. Measurements
   a. Weight
   b. Volume
   c. Heat
   d. Graphs
5. Money
   a. Identification
   b. Personal budget
6. Simple fractions used daily
7. Simple decimals used daily

TENTH GRADE

Practical Mathematics

1. Quantitive vocabulary
2. Functional applications of number concepts
   a. Catalogs
   b. Advertisements
3. Problem solving
4. Measurement
   a. Graphs
   b. Charts
5. Wages
   a. Sales tax

ELEVENTH GRADE

Consumer Mathematics

1. Quantitive vocabulary
2. Buying-credit-banking
3. Money-management-taxes
4. Family budgeting

TWELFTH GRADE

Applied Mathematics

1. Quantitive vocabulary
2. Insurance
3. Taxes
4. Wages
5. Investment
6. Retirement

Science, Health, and Safety

A program to develop habits of science, health, and safety should be continued from the intermediate level. Good personal health must be stressed. Adapting the health habits learned at the elementary level to meet the changing adolescent's needs is not an automatic process. The growth period of puberty may bring about general problems that must be considered in the curriculum. These problems may give rise to undesirable health habits. The curriculum, therefore, must restress work, play, and exercise as basic ways of ensuring good health. In addition, opportunities to re-form habits in personal hygiene must be included in the curriculum.

Activities designed to develop adequate habits in promoting personal health, physical fitness, and general safety should continue from the junior high school level.

Personal health habits must be strongly emphasized during the terminal school experience. Balanced diets should be stressed, and the relationship of diet to physical fitness should be discussed. Students need to discuss the medical services available within the community, how to recognize the need for various services, and how to find the services.

These boys and girls must learn the practical roles of the medical staff nurse, the medical doctor, the dentist, the optometrist, and others. They must continue to expand their knowledge of

symptoms that indicate need for medical attention and how to secure this attention. Simple first-aid rules should be learned. The students need to begin to learn more details about the basic body functions and about elements that will injure or impair these functions. Provision of information as to the harmful effects of tobacco, alcohol, and drugs on the body should be continued.

The program to teach general safety should be continued from the intermediate level. Opportunities to recognize dangerous situations and to take steps to correct them must be provided. Accident prevention in the home, in the school, on the job, and in the community must be taught. This whole area of instruction is an excellent one in which to introduce vocabulary building and to teach the students which community services and what personnel are concerned with safety. Instruction and learning about this subject should be part of a continuous program in which demonstrations and field trips revolving around experience units can be used with maximum effectiveness. General health hazards should be included as well as fire prevention, accident prevention, and driver and pedestrian safety practices.

The students must be helped to understand the basic laws of safety. They should be taught to recognize an emergency and how and where to get assistance. They must be helped to recognize that they will become increasingly responsible for their own health and safety as they grow older.

The following material contains suggested unit titles and recommended content under science, health, and safety.

SEVENTH THROUGH TENTH GRADES

1. Health habits
   a. Work
   b. Play
2. Personal hygiene
3. Nutrition
4. Biological and physiological laws of science
5. Family and community
6. Medicine and drugs
7. Sleep and rest
8. Personal grooming
   a. Cleanliness
   b. Clothing
   c. Girls (makeup, dress)
   d. Boys (shaving, hair)
9. Personal health
   a. Emergencies
   b. Doctor
   c. Dentist
   d. Hospital
   e. Health records
   f. Health insurance
   g. Health and safety
      (1) Good practices away from home
      (2) First aid
   h. Study of how things stay alive
   i. Drugs, alcohol, tobacco
      (1) Personal effects
      (2) Legal implications
10. Diseases
    a. Childhood diseases
    b. Common colds, influenza
    c. Social diseases – venereal disease
    d. Immunizations and vaccinations
11. First aid
    a. Fundamentals
    b. Emergencies
    c. Supplies

Physical Fitness, Development of Dexterity, and Coordination

Educable mentally retarded students, like all other students, must depend on their physical fitness, the development of dexterity, and general coordination – allied with and parallel to their cognitive and affective capabilities – in order to achieve success in gainful employment and in home and community activities. Some of these students develop such capabilities in their daily routine of development. Many, however, are not so fortunate; they remain awkward, obese, and afflicted with generally poor coordinative control, accompanied by poor muscle tone. These deficient young people must be provided with a special physical development program to overcome their inadequacies. The physical fitness program designed for them must provide specific corrective exercises and general activities that will assure the maximum development of physical capabilities. Generally speaking, full-time play on the regular playground or general participation in a regular physical education program has not provided and will not provide the opportunity that is necessary for these students to acquire adequate psychomotor control of their bodies and to build physical strength and tolerance to perform adequately in the world of work. Therefore, an appropriate corrective and/or adaptive physical education regimen is of utmost importance in planning and implementing for them an effective physical fitness and development program. This individualized training must start in the elementary school and continue thereafter until the student has acquired a state of physical fitness adequate to succeed in gainful employment.

Social Foundations – Functional Assimilation in Community Environment

During the junior high school years, the program for assimilation into the community environment moves from a concern with personal development to an investigation of the neighborhood and the immediate community, then progresses to cultural and social patterns within this expanded community. It is particularly important to help junior high school students develop acceptable attitudes and behavior toward the opposite sex. Therefore, the curriculum must contain provisions to help them learn the accepted roles of the sexes and develop behavior consistent to their own roles.

At the senior high school level, major concerns for special education are mobility within the expanded community, greater understanding of American traditions and, in the twelfth grade, problems of adult life and adult roles that must be assumed. Activities to promote social adjustment should emphasize the development of the students' abilities to meet their personal and emotional needs and to strengthen and improve their social skills to gain recognition and respect from their peers, their teachers, and other significant adults.

The program for developing the competencies that will promote personal and social adjustments should form a smooth continuum from the junior high school level through the senior high school level. Activities to develop these competencies should be organized throughout the entire curriculum.

The secondary school students need to learn how to locate community recreational facilities for swimming, dancing, bowling, skating, baseball, camping, movies, concerts, and the like, and how to participate in the activities occurring therein.

The following are suggestions for social learning experiences and recommendations for units that would promote social and environmental development.

SEVENTH YEAR

Personal Development

1. Self-assessment
   a. Potentials
   b. Concepts
   c. Limitations
   d. Values
   e. Goals
   f. Rules
2. Grooming
3. Manners
4. Attitudes
5. Group relations

EIGHTH YEAR

Community Studies

1. Neighborhood
   a. Identification of physical facilities
   b. Location of types of services; rights, private responsibilities
2. Immediate community
   a. Geography of area
   b. Organizations and services (facilities)
   c. Cultural makeup (patterns of history and facilities)
   d. Interarea familiarization; rights, private responsibilities
3. Expanded community, large city/county
   a. Geography of area
   b. Organizations and services (facilities)
   c. Cultural makeup (patterns of history and facilities)
   d. (Same as under number 2 above)

NINTH YEAR

Cultural and Social Patterns

1. Study of current events
2. Group interaction
   a. Respect
   b. Tolerance
   c. Prejudice
3. Group identification
4. Group contribution
   a. Art
   b. Roles
5. Appreciating other groups (cultures)
6. Identification of groups
   a. Religion
   b. Economy
   c. Social factors

TENTH YEAR

Driver Education and Mobility Skills

1. Obtaining a license
   a. Examination
2. Rules of the road
3. Basic driving rules
   a. Right of way
   b. Passing another vehicle
   c. Turns
   d. Street divider lines
   e. Speed laws
   f. Stopping and parking
   g. Traffic signal lights and road signs
4. Vehicle equipment laws
   a. Trailer
   b. Smog control
5. Freeway driving
6. Insurance

7. Registration of vehicle
8. Mobility skills
   a. Map skills; direction, distance, time
   b. Transportation schedule, cost, location, service, planning
9. Types of recreation

ELEVENTH YEAR

Study of America

1. Customs
2. Traditions
3. Ideals
4. Organizational operation of government
   a. Functional intent
5. Origin of country
6. Geographical orientation and influence (travel)
7. Rights and responsibility of private citizenship

TWELFTH YEAR

Adult Roles

1. Practical law
2. Courtship and marriage
3. Parenthood
4. Parent roles
5. Worker roles
6. Citizen roles
7. Leisure role
8. Homeowner role

Suggested Elective Courses Scheduled in Special Education and/or Regular Classes

Special education. Some courses might be taught either in the special education program or in regular classes. Some school districts have scheduled special education classes to cover such subjects as homemaking, foods, and sewing; also certain shop courses, such as woodworking, home repair, plumbing, and masonry. Other districts have modified their curricula to include the same or nearly the same courses in their regular class organization. The following are suggestions for each level:

1. Homemaking: Seventh Through Tenth Years

All of these subjects should be considered for the special education student taking homemaking:

a. Good grooming
b. Clothing (especially laundering and clothing repair)
c. Infant and child care
d. Living in harmony with other members of the family
e. Care and appreciation of the home
f. Relationships between family and community
g. Modified interior decoration
h. Safety in the home
i. Time and money management
j. Food selection and preparation

Great emphasis should be placed on proper personal hygiene; for most girls this is one of the most interesting sections in the course. Much help can be given in the care of clothing and the selection of appropriate clothes for school and other occasions. With respect to good grooming, emphasis should reveal that beauty is made up of many things. Some of the most important of these are clean, shining hair, clear complexion, gleaming teeth, quiet poise, and good manners. Makeup adds to good looks only when carefully applied and moderately used.[3]

Much of the course area of homemaking has been suggested for both boys and girls. A unit could be initiated by inviting a guest speaker from the food service industry to speak to the class. This speaker should be told in advance of the ability range of the students and adequately informed as to the subject matter to be covered. Many vocational skills can be developed by this program. Examples of some real employment areas are the following:

a. *Food preparation and serving:* cooking processes, planning of meals, decorating and garnishing, serving
b. *Meatcutting:* cutting, forming, grinding, sawing, slicing, storage, refrigeration care, cleaning and maintenance of equipment
c. *Baking:* materials, mixing, weighing of ingredients, benchwork, operation of oven and baking temperature, icing, decorating, finishing of baked goods

2. Home Repair

A course in home repair, with experiences in woodworking, plumbing, masonry, and simple electrical repair, should be part of the special education program. The student must develop a basic understanding of tools and materials commonly used in performing these necessary tasks and the skills and rules of safety inherent in performing them.

3. Business Education

Many offices in companies and agencies, including offices in the federal government, have positions of a highly routine nature, and educable mentally retarded students can generally fill them. Simple office skills can be developed in the special

[3]See the publication by Martha Gerringer, *Homemaking for Senior High School Adjustment Classes.* San Francisco: San Francisco Unified School District, 1965.

class or in some regular classes. Classes providing this training must be available to special education students.

Typing and filing skills are very important and should be developed to the maximum of the student's capacity. Opportunity to practice skills in a work situation is sometimes called "office practice." Some students might benefit from placement in a regular business program for experience and training in fundamental recordkeeping and the use of business machines.

Regular class program. Outside the special class program, selected placement of certain students, depending upon their ability, can be arranged. The following are suggested areas of consideration:

1. Physical Education and Leisure-Time Activities

Orientation to the use of the locker, rules and regulations on dressing for physical education, taking a shower, and participation as a class member are all part of the special education student's learning experiences. This young person should attempt to learn and to recognize the names of sports and the rules pertaining to them; and he should also select one or more sports for his own participation and recreation, or learn how to participate as an appreciative spectator.

Special education students must be introduced to the importance of developing attitudes and skills for use in recreational and leisure-time activities. This phase of the physical education and recreation program should be carried throughout the high school years. Two significant factors that prevent mentally retarded adults from participating in recreational activities is their ignorance (a) of the rules of the activity; and (b) where and how to find recreational activities in the community. Sources and places of recreation should be made known to the students. Such parlor games as checkers, dominoes, card games, and chess and certain interesting and enjoyable hobby crafts should be included in leisure-time activities. Methods of using crafts for constructive and aesthetic purposes around the home should be emphasized in the curriculum.

2. Creative Arts

Art can be introduced at any level for mentally retarded students; but in grades up through junior high school, it should be taught in a separate class. In the higher grades the principles of art and design can be applied in all classes dealing with homemaking and industrial arts courses.

Crafts should cover an introduction to working with clay, wire, plastics, wood, paper products, and other three-dimensional materials. Color and design should be part of every phase of the art experience as it applies to everyday life.

An attempt should be made to integrate the enjoyment of music into all phases of the curriculum. Music appreciation, singing in a chorus or choir, learning to play a simple instrument in beginning band are valuable experiences. Opportunities should also be provided for the students to do some folk dancing and modern social dancing.

3. Industrial Arts

Selected placement should be made in the industrial arts program, depending on the capabilities of the students. Examples of the training areas that should be considered are woodworking, metalworking, elementary auto mechanics, and any course that would lead to a skill in home repair.

Placement in integrated classes. Flexibility of teacher methodology and instructional content are important considerations when one is dealing with matters of possible student placement in integrated classes. Remedial courses in mathematics, reading, history, and science are examples of potential subject areas in this regard, depending on the social, intellectual, and emotional capabilities of the particular student. Placement in an integrated class should be based upon meeting the overall needs of the student and the ability of the student *to succeed in that class.* In all cases the willingness of the regular class teacher to accept the special class student and to permit that student to become an integral part of that class is of major importance. Generally speaking, integrating special class students into regular classes merely for the sake of achieving integration has proved to be a defeating experience for the special class boy or girl and should not be allowed. Neither should any special class student be integrated simply for administrative convenience or simply to reduce the work load or alleviate the responsibilities of the special class teacher.

Counseling and Guidance

Counseling by whom and for what purposes. The provision of counseling and guidance is a responsibility of all special education teachers. It should be incorporated into every phase of the special education program.

Counseling should proceed from the furnishing of specific and easy-to-understand information so that the individual can acquire insights which will allow self-appraisal in a realistic manner. Parent counseling should be a continuing service rendered by the same counselor in behalf of any parent or groups of parents. Parents need to be kept fully informed as to the experiences being emphasized; thus informed, they are able to adjust their activities and the students' needs according to the school program. The special class teacher should utilize all the resource personnel available within the district, such as the principal, the director of special education, the school nurse, school psychologists, school social workers, and so on, as well as all the resources available within the community in counseling and guiding the students. In some instances specialized assistance may be needed.

Vocational counseling. The community work-study teacher has opportunities to use counseling and guidance very effectively when applied to a specific job situation. Kolstoe and Frey observe:

> Advisement and guidance of the mentally subnormal seems to be a very specific kind of operation. In order to be effective, the individual abilities and disabilities of the clients must be objectively demonstrated and related to known job requirements.[4]

Vocational rehabilitation counseling. A vocational rehabilitation counselor should be available to help students find permanent employment when they graduate from high school. The special class teacher should make sure that this counselor is informed of all the graduating students and that the students know how to locate the service of rehabilitation if and when the time comes that they need such services. Some school districts conduct cooperative programs, and under these programs the rehabilitation counselor becomes involved at early grade levels.

Work Training and Evaluation of Job Placement

Evaluation can take place in many ways. Some of the methods that have been used are interest inventories, dexterity tests, and work samples. The California State Department of Human Resources Development uses the G.A.T.B. test. An arrangement can be made with this agency to have testing administered by one of its staff members, or the agency can train a teacher in the district to administer the test.

Work samples have to do with a process by which actual work can be evaluated. The tester uses a job replica – or work sample – and observes the student on the job itself. A record is made of work output on the part of the student. This method is based on the vocational activity from which the sample is drawn. There are three types of samples:

1. *Actual skill sample.* The retarded person who successfully completes the sample can be expected to perform the actual task.
2. *Representative skill sample.* Several simple tasks are used so that complex behavior may be predicted.
3. *Combined approach.* This approach has the advantage of giving both views of the student's performance.

The advantages of the work-sample method of evaluation are that it is relatively simple; it is fairly quick; and it gives the counselor an opportunity to observe the particular young person doing actual tasks.

The disadvantages of the method are that only limited skills are tapped; the setting is somewhat artificial; and the social elements of the job are lacking. However, the disadvantages can be overcome, and in some ways they can really become advantages. A whole series of work samples is used for each student. This series should start with very simple tasks that are actually below the student's ability and then should progress in difficulty through very difficult and complex skill requirements well beyond the capabilities of the student. It has been found that the learner can experience boredom with the very simple assignments, satisfactory success with certain tasks of moderate difficulty, and failure with the more complex ones. Thus both the student and the professional staff gain sufficient knowledge and data to place the student for further training that will challenge him to refine and develop his capabilities. This process can serve to prevent underplacement of educable mentally retarded minors and can help them from being locked into a stereotyped group of jobs. One should never underestimate the vocational capabilities of these students. Through a well-planned, sequential program of screening and training, these young persons are moving into community jobs in numbers far in excess of what was expected several years ago.

With financial assistance under provisions of ESEA, Title VI-A, Fullerton High School in

[4] Oliver P. Kolstoe and Robert M. Frey, *A High School Work-Study Program for Mentally Subnormal Students.* Carbondale, Ill.: Southern Illinois University Press, 1965, p. 77.

southern California has been video-taping work stations in industry. Through this medium the work performed is shown in great detail. The tapes that have been made are being distributed throughout 19 different classes for mentally retarded, educationally handicapped, and orthopedically handicapped minors at eight campus locations. Video taping seems to be an excellent means of bringing the world of work requirements into the classroom.

A list of suggested interest inventories, manual dexterity tests, and vocational evaluation tests appears in Appendix I.

PART VI

Job-Simulation Centers and Areas of Skill Training

The work-study program for educable mentally retarded students should provide the personnel, resources, facilities, materials, and equipment for students to have opportunities to develop the skills required for job placement in the community. The schematic drawings in Part VI suggest job-cluster areas (1) that can be developed in the work-study program in the school; and (2) that can be extended toward providing training for specific jobs located in the community.

Figure 1 shows seven suggested job-simulated training centers that can be developed within the total school operation. This example, and the subsequent ones as well, can be used in the work-study program as a training focus directed toward providing facilities for developing skills relative to occupations available within the community. Persons responsible for administering the programs will need to (1) study the employment opportunities within the community; and (2) establish training programs to develop the necessary skills required by the agencies and businesses for successful job performance. All the job-simulated centers should be identified and developed on the basis of the students' needs and the availability of job opportunities.

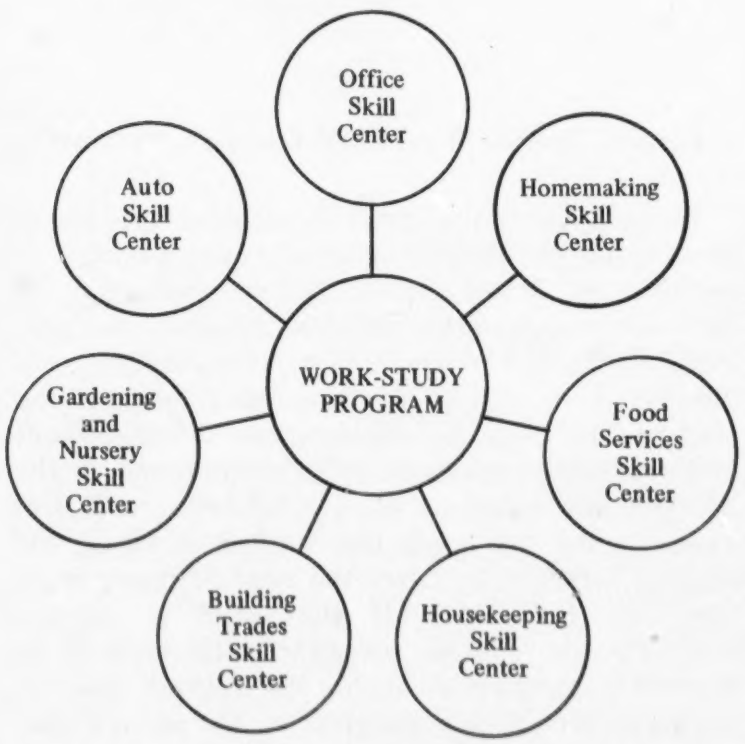


Figure 1. General Job-Simulation Centers

Following the selection of needed skill-training centers, a careful analysis of the specific skills required for satisfactory performance must be made. The term "center" does not imply a separate facility, building, or shop; rather it refers to a focal point for planning and coordinating a function. It also refers to a general area of training within which many specific skills can be developed to lead to many different job classifications, titles, and job placements. For example, Figure 2 shows that one center can be broken down into many components that are all related and yet different in the final outcome. From the office skill center, specific training can be provided to prepare students to become duplicating machine operators and helpers, messengers, stockroom clerks, clerks, typists, switchboard operators, and many more types of employees. The specific training would be given in the typing room for typists, in the stockroom for stockroom clerks, in the total building for messengers, in the duplicating room for machine operators, and so on. Figure 2 suggests related training opportunities that can revolve around the office skill center.

Figures 3, 4, 5, 6, 7, and 8 provide suggestions for identifying the specialized skills, knowledges, and techniques necessary to perform specific jobs

within a large job classification. The identification of these specialized skills is the result of a detailed task analysis of the job requirements.

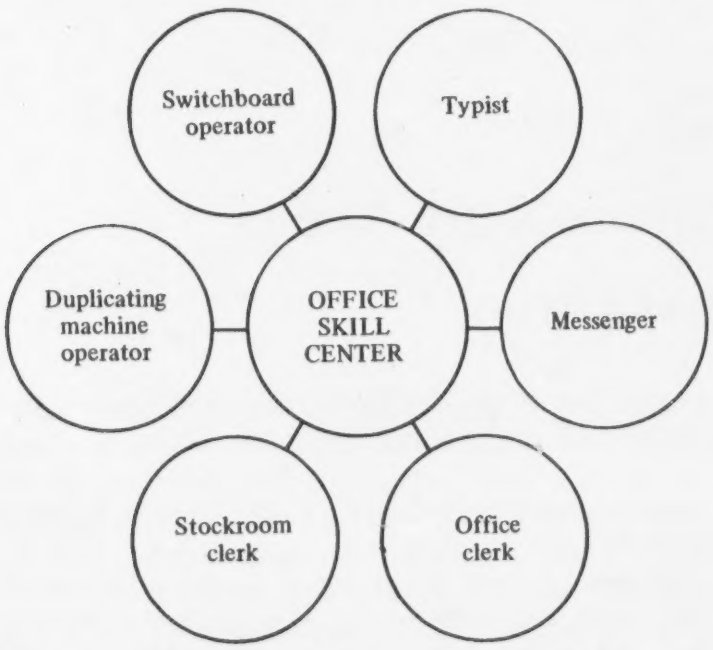


Figure 2. Training Areas – Specific Office Skill Center

Figure 3 contains a few suggestions regarding the specialized skills, knowledges, and techniques that one needs for successful performance as a typist. Of course, none of these should be interpreted to be totally inclusive or exclusive. Figure 4 identifies some of the specialized skills, knowledges, and techniques that will be necessary to perform satisfactorily as a messenger; Figure 5, as an office clerk; Figure 6, as a stockroom clerk; Figure 7, as a duplicating machine operator; and Figure 8, as a switchboard operator.

Diagrams for other centers of related jobs, as well as the breakdown of the skill components, are set forth in Appendix G.

Figure 9 provides suggestions and shows the steps necessary in determining a specialized job-task analysis. This is presented as an example that should be used for each of the job titles contained in the total job-training program. The position of typist has been selected for this example. The specific task is defined as typing an original letter from a written manuscript.

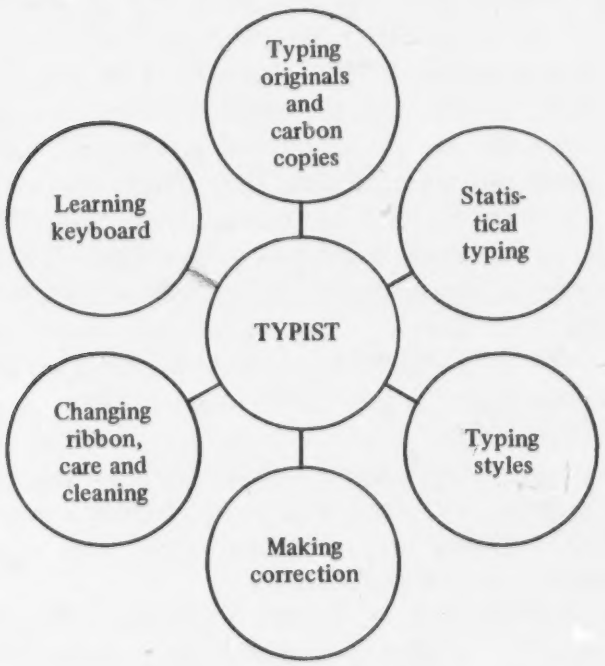


Figure 3. Specific Areas of Skill Training – Typist

Receiving and sort-ing mail
Planning and organizing delivery routes
Making local deliveries on foot or in bus
MESSENGER
Ordering by number or serial-ized cards
Reading simple material
School district community orienta-tion

Figure 4. Specific Areas of Skill Training – Messenger

In column 1 the specific subtasks are listed; these must be performed in sequence in order to produce the finished letter. The specific action for each subtask is stated. Column 2 defines the type of performance required for the subtask, and column 3 records the level of difficulty of the subtask performance requirement. Measurement and evaluation, upon successful completion of the subtask, are inherent in the subtask itself. For example, the first sequential subtask in typing the original letter is to select the type of paper to be used for the letter. If the paper is selected correctly, the subtask has been performed. If an incorrect selection is made, the subtask has not been performed, and progress to the second subtask cannot proceed. Failure on any step may indicate that additional training is needed. The

process proceeds from subtask 1 through subtask 10 until the total task is completed.

Again, a job-task analysis breakdown form should be made in connection with each task. Once these forms are available, the student knows specifically what is required of him; the teacher or job trainer knows what must be taught; and both know when the goal has been achieved and to what level of success. Also, the administrators know whether the program is meeting the needs and requirements both of the program and of the students in terms of measurable outcomes.

Figure 10 shows the functional organization in which the student can progress from initial evaluation for vocational potential through vocational exploration, through skill training, and into the mainstream of placement in the world of work. For example, a student in the work-study program who had demonstrated interests and capabilities in the general field of office skills would be referred to the "office skill center" function of the work-study program; this function is shown as the hub of the drawing.

Once in the program for this center, the student would receive additional vocational evaluation to determine the specific direction in which his interests and capabilities should be guided. The student and the staff would then establish a vocational exploration plan that would permit that boy or girl to gain on-the-job experiences in several different skill positions all related to general office skills. In Figure 10 these suggested related skill positions are shown in the first ring of circles expanded from the skill center.

Once a specific position (job title) has been identified as compatible with the interests and abilities of the student and reinforced by exploratory vocational experience, a vocational training plan is prepared, and the specific skill requirements for successful functioning are also identified. Joint effort and cooperation of the staff, the student, and the parents and/or the guardian must be involved in this process. At this point it would likely be feasible to start specific training, which would ultimately result in continued on-the-job training and/or placement in a community-based and community-operated facility. Some examples of community-based facilities in this last phase of training and/or placement are shown in the outer ring of circles in Figure 10.

Figure 5. Specific Areas of Skill Training – Office Clerk

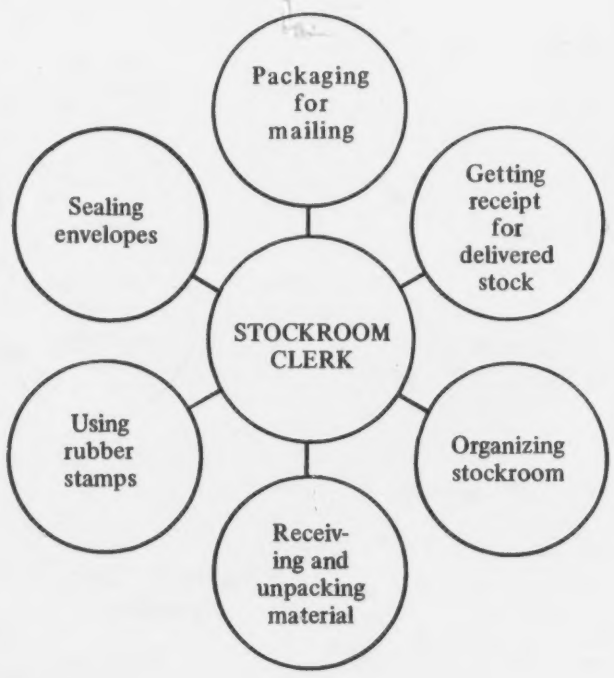


Figure 6. Specific Areas of Skill Training – Stockroom Clerk

Putting stencil on drum
Checking fluid and turning on machine
Setting automatic counter
DUPLI-CATING MACHINE OPERATOR
Check-ing rol-ler pressure and putting in paper
Stacking multipage jobs
Dropping feeder level

Figure 7. Specific Areas of Skill Training – Duplicating Machine Operator

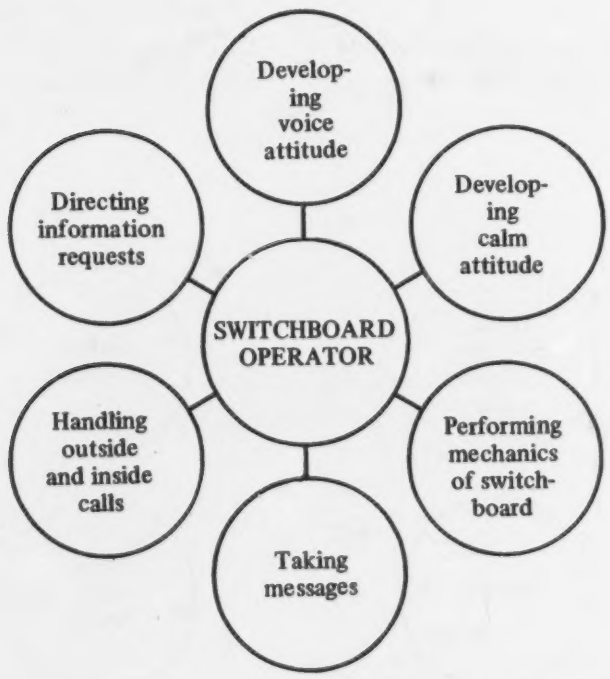


Figure 8. Specific Areas of Skill Training – Switchboard Operator

BREAKDOWN OF JOB-TASK ANALYSIS

POSITION TYPIST

TASK Typing an original letter from the written manuscript

REQUIREMENTS Knowledge of typewriter, ability to type

No.	Steps in task performance	Performance required	Performance difficulty
1.	Select type of paper to be used.	Discrimination	Easy
2.	Roll paper in machine.	Manipulation	
3.	Set margins.	Manipulation	Moderately difficult
4.	Roll up paper.	Manipulation	Easy
5.	Typing		
	a. Date on letter		
	b. Inside address	Copying	Moderate to very difficult
	c. Salutation		
	d. Body of letter		
	e. Closing		
	f. cc note		
6.	Proofread letter.	Discrimination	Moderate to very difficult
7.	Roll out paper.	Manipulation	Easy
8.	Have letter signed.	Presentation	Easy
9.	Type envelope.	Manipulation or copying	Moderate to difficult
10.	Put stamp on envelope.	Manipulation	Easy

Figure 9. Breakdown of Job-Task Analysis

Each job should be broken down into its required tasks, and each task should be broken down in sequence such as the example set forth here. This format provides the basis for training, performance, and evaluation.

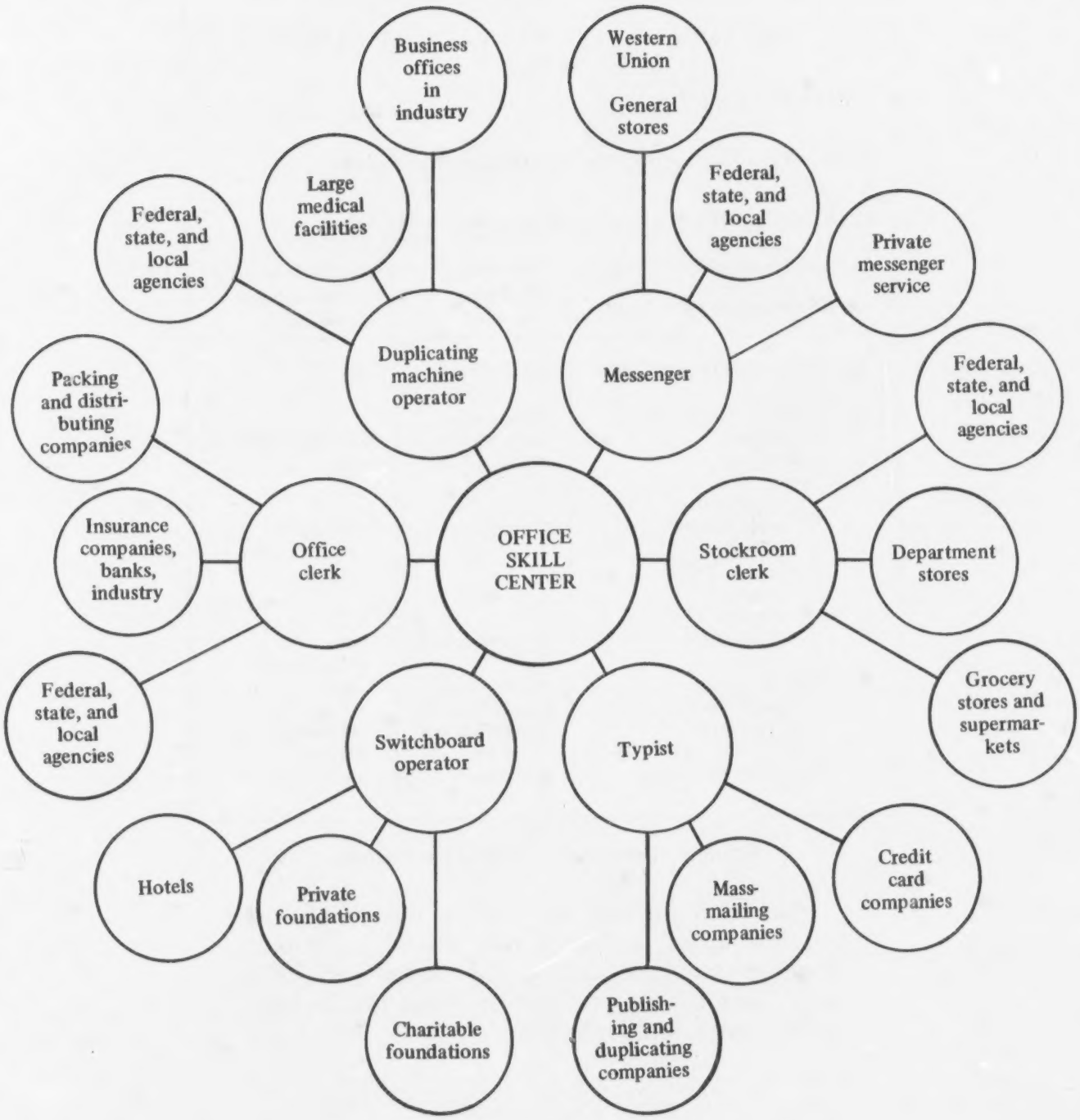


Figure 10. The End Goal: Community Jobs

PART VII

Work-Station Selection and Movement Processes Toward Employment

As the student is proceeding through the work-study learning and training program, it is necessary that the teacher, the supervisor, and the coordinator evaluate the student as a potential worker and community participant. The placeability scale and explanation presented in this part of the handbook are designed to assist the teaching and supervisory personnel with this task. This scale has been adapted from the one presented by Molly C. Gorelick at the Weyburn Hall Institute in 1968.[1] It should be used to find the level at which a student might begin in his or her work-study program.

Placeability Scale

The instructional staff should rate the trainee's current level of placeability by referring to the following numbered descriptions and encircling the number in front of the group of statements that best describes the student's capability. That number can be then be used to find a beginning point on the three job-training steps which are discussed in these pages.

1. *Nonproductive.* Needs clinical or custodial care in day-care center or hospital. Not capable of any significant production because of profound emotional, mental, or physical impairments. Requires close professional supervision or care.
2. *Marginally productive* (sheltered workshop). Needs work-activity program in which production demands are light or absent. Capable of only minimal production even in a sheltered situation because of severe emotional, mental, or physical impairments.
3. *Placeable at sheltered level only* (example: inter-school placement). Can produce quite satisfactorily on most sheltered-workshop tasks but needs special understanding, acceptance, and guidance because of marked emotional, mental, or physical deficiencies. Also, special jigs or adaptive work tools may be required.
4. *Potentially placeable* (community volunteer training stations). Some aspects of work habits, attitudes, job performance, or social behavior unacceptable now but can be improved with training and counseling. Emotional, mental, or physical deficiencies are modifiable, are minimal, or do not create serious barriers to employer acceptance.
5. *Ready for placement* (competitive employment). Work habits, attitudes, job performance, and social behavior are acceptable. With minimum placement and follow-up services, could achieve and maintain competitive status at comparable skill levels in the community.

Steps in Job Training

A student in the work-study program might be ready for competitive employment at the tenth-grade level, but more than likely he will have to start at Step I (on-campus, on-site) and proceed through all the steps until he has attained the social competency and skills for competitive placement. Tasks at various sites must be planned so that the student moves from a sheltered environment at his school of enrollment to one of greater challenge away from the home and school to a training station within the community.

It is advisable for the school administration to keep in mind, when placing a student on a work-training station, that he might be paid for work-study at any of the levels in job training through local, state, or federal funds. However, he *must* receive a certain level of wage when he is

[1] Molly C. Gorelick, "Assessment Techniques for Prescriptive Vocational Programming." *Institute Proceedings: Productive Program Planning.* Proceedings of the Special Study Institute for Teachers of Mentally Retarded Minors at the High School Level. Prepared by L. Wayne Campbell and Everett V. O'Rourke. Sacramento: California State Department of Education, 1968, pp. 66-70.

working in a competitive employment situation. If the wage received is below the minimum wage, a training plan must be approved and authorization granted by the California State Department of Industrial Relations. (See Part VIII of this handbook.) A work-history record (see Appendix D) should be filled out with the student, and a decision should be made with him as to the beginning point of work; this form should be recorded and made available to the student for use as a reference and should contain his training plan developed and agreed to by him and his work-study coordinator and/or teacher, and signed by his parent or guardian.

Students who are participants in the program for educable mentally retarded minors but who are ranked number 1 on the placeability scale are obviously misplaced educationally. Some students of lower ability may have multiple involvements that would prevent their participation in a job-training situation in school and should be evaluated for eligibility for placement in the occupational training program in a sheltered workshop only. (See the California Administrative Code, Title 5, Education, Section 3470 through Section 3477.) All of the students who are ranked number 2 should be evaluated for eligibility for placement in an occupational training program. When those students have developed suitable capabilities to achieve a rating of 3 or better, they should be reevaluated for possible reassignment.

Students who are ranked 3 or more should be placed at the appropriate level of training on the basis of their capabilities.

The following information regarding the three major steps in job training is presented, together with examples of jobs and job tasks for each step.

Step I: On-Campus, On-Site

At this step participating students are placed at exploratory training stations located on the campus of the school where the students attend their special class.

At Step I all participating students should be involved in in-school work-study programs. Each student's behavior and capability should be assessed before placement, and a decision should be made as to his placeability level within the step. A student might stay at Step I on the scale and work at Level III from the beginning. A rotation of jobs could be made at the end of each semester with or without the student's moving from one level. This offers greater exposure to a varied job experience. The following examples of Step I – on-campus, on-site work-study stations – represent rough scales of three levels of job tasks to use for reference when one is talking with teachers, administrators, and other on-campus personnel about job sites and placement of students.

LIBRARY AIDE

Level I

1. Stack books in back room.
2. Clean library and straighten chairs.
3. Inspect and repair books.

Level II

1. Deliver and pick up books.
2. Stamp books with numbers.
3. Arrange bulletin boards.

Level III

1. Put returned books back on shelves.
2. Check out books.
3. File cards.

OFFICE CLERK

Level I

1. Address and type envelopes.
2. Fold and staple material.
3. Stuff envelopes.
4. Operate photostat machine.
5. Carry messages in school.

Level II

1. Do copy-typing.[2]
2. Count and wrap in packages of 10, 15, 20, 25 for mail.
3. Operate ditto machine.
   a. Put ditto on machine.
   b. Check pressure level.
   c. Use counter.
4. Carry messages between schools.
5. File alphabetically.

Level III

1. Operate telephone switchboard.
2. Tally.
3. Sort mail.
4. Operate mimeograph machine.
5. Operate addressograph machine.

[2]This is straight copying on the typewriter; it entails the typing of lists and other simple material, with no changes or modifications attempted by the student.

SCHOOL CUSTODIAN AIDE

Level I

1. Dust, sweep, clean, and mop cafeteria.
2. Remove spots from floors, walls, furniture, and fixtures and clean erasers.
3. Clean and dust hall, lockers, furniture, glass, fixtures, and other installations.
4. Service soap dispensers, towel boxes, and similar facilities.

Level II

1. Dust, sweep, clean classrooms and cafeteria.
2. Sweep and hose blacktop, tennis courts, playgrounds, sidewalks, and parkways.
3. Gather and dispose of rubbish, paper, leaves, and debris. Supply and wash wastepaper baskets.
4. [May] raise and lower flags.

Level III

1. Dust, sweep, clean offices.
2. Lock and unlock doors, gates, windows, transoms, and storerooms.
3. Give information regarding locations of various school facilities.
4. [May] vacuum rugs and carpets and operate power sweepers.
5. Perform a variety of unscheduled custodial duties as requested by the principal or head custodian.

GARDENER AIDE

Level I

1. Clean debris from yard drains.
2. Assist with planting.

Level II

1. Assist with laying out and marking of athletic and recreational areas.
2. Assist with care of turf on athletic fields and lawns by watering, weeding, and reseeding.

Level III

1. Learn to adjust, operate, and perform minor maintenance on mower, edgers, sprayers, and other gardening equipment.
2. Care for trees, shrubs, flowers and ground cover by cultivating, watering, and weeding.

TEACHER'S AIDE OR SHOP ASSISTANT

Level I

1. Collect waste materials.
2. Sweep floors.
3. Clean tables and benches.

Level II

1. Mix paint or tempera.
2. Prepare and arrange supplies for lessons.
3. Duplicate follow-up lessons.

Level III

1. Arrange bulletin board.
2. Assist with arrangement of educational equipment and instructional aids.
3. Operate equipment in the listening center – overhead projector, slide projector, and other apparatus.

FOOD SERVICE ASSISTANT

Level I

1. Clean tables.
2. Stack chairs.
3. Sweep floors.

Level II

1. Wash pots and pans.
2. Help the cook.
3. Mop floors.

Level III

1. Make change.
2. Serve food.
3. Work at supply counter.

SCHOOL LAUNDRY AIDE

Level I

1. Fold towels, sheets, and uniforms.
2. Fold and hang clothes.
3. Mend or repair clothes (by hand).

Level II

1. Count and shelve towels, sheets, and uniforms.
2. [Boys] work with wet clothes.
3. Mend or repair clothes (by machine).

Level III

1. Work the presser.
   a. Uniforms
   b. Dresses
2. Wash laundry (by machine).
3. Operate clothes dryer.

SCIENCE LABORATORY ASSISTANT

Level I

1. Wash bottles, trays, and instruments.
2. Feed animals.
3. Straighten classroom.

Level II

1. Put away equipment.
2. Prepare simple trays for students.

Level III

1. Set up equipment.
2. Help in giving directions.
3. Clean equipment.

PHYSICAL EDUCATION AIDE

Level I

1. Hand out equipment.
2. Hand out towels.

Level II

1. Help at games.
2. Clean equipment.

Level III

1. Keep time.
2. Sort and store equipment.

Step II: On-Campus, Off-Site

At this step participating students are placed at training stations located anywhere within the district property and at some site other than the school campus on which they attend their special class. At this point each student should begin to receive training on a specific job classification.

Step II is based on successful experiences in the Step I phase. The student who moves to Step II demonstrates a greater awareness of his environment than he did when he was placed in Step I; he also manifests improved vocational readiness and capability to move further into the school community.

The following examples have to do with Step II on-campus, off-site, work-study stations at the district level. These are still somewhat sheltered assignments for students who need this type of training. The jobs and skills are the same as those for Step I, but the site is different.

INTERSCHOOL MESSENGER

Level I

1. Deliver within one school.
2. Sort paper.

Level II

1. Deliver to two or more schools.
2. Read simple material.

Level III

1. Deliver to schools and other district facilities.
2. Receive and sort mail.

GARAGE AIDE

Level I

1. Wash trucks and other mechanized equipment.
2. Clean windshields.
3. Maintain garage and premises in a clean and orderly condition.

Level II

1. Change oil in gasoline engines.
2. [May] assist in lubricating automotive equipment.

Level III

1. Repair tires and tubes.
2. Perform duties as designed.

OFFICE CLERK

Level I

1. Address and type envelopes.
2. Fold and staple material.
3. Stuff envelopes.
4. Operate photostat machine.
5. Carry messages between schools.

Level II

1. Do copy-typing.
2. Count and wrap in packages of 10, 15, 20, 25 for mailing.
3. Operate ditto.
   a. Put ditto on machine.
   b. Check pressure.
   c. Use counter.
4. Carry messages between schools.
5. File alphabetically.

Level III

1. Operate telephone switchboard.
2. Tally.
3. Sort mail.
4. Operate mimeograph machine.
5. Operate addressograph.

Step III: Off-Campus, Off-Site

At this step participating students are given continued exploratory training within the community, or they are employed and paid a wage for their work. Each student should be capable of performing satisfactorily the work called for in the job assignment before he is assigned the job. This performance should have been already demonstrated in Step II.

Step IIIA: off-campus, off-site, nonprofit assignment. Step IIIA is a continued acceleration of successful experiences in steps I and II. Students who are ranked number 4 should be considered for placement at this step. This particular step can provide opportunities for initial placement of a student within the community if the appropriate facilities are available. Such placement can afford the first experience of breaking from the sheltered environment of the home, the school, and the school district.

The following tasks located in community hospitals or nursing homes are examples of off-campus, off-site jobs for training in community nonprofit volunteer organizations.

STOCKROOM CLERK

Level I

1. Keep shelves and goods in a clean and orderly condition.
2. Load and unload trucks.
3. Seal cartons.
4. Use hand truck.

Level II

1. Rotate stock.
2. Store stock.
3. Wrap, pack, and prepare parcels and goods for shipping.

Level III

1. Issue custodial maintenance items and other school supplies.
2. Occasionally fill orders.

X-RAY ROOM AIDE

Level I

1. Put on labels.
2. Act as messenger in office.

Level II

1. Develop X rays.
2. Act as messenger in building.

Level III

1. File by color.
2. File by number.

CENTRAL SERVICE AIDE

Level I

1. Cap bottles.
2. Take hair off towels.
3. Fold towels in stacks of 10.

Level II

1. Count 25 cotton balls and put them in paper bag.
2. Put instruments in small bags for sterilization.

Level III

1. Prepare trays of instruments.
2. Fold uniforms and various surgical cloths.

MESSENGER

Level I

1. Deliver messages on one floor.
2. Assist in sorting incoming gifts for delivery.

Level II

1. Deliver messages on two floors.
2. Receive incoming messages.

Level III

1. Deliver messages, gifts, and the like throughout the building.
2. [May] transmit incoming and outgoing messages.

LAUNDRY AIDE

Level I

1. Fold towels, sheets, uniforms, and all other flat items.
2. Do the work of a sorter.
3. Check for unmarked laundry.

Level II

1. [Boys] work with heavy wet laundry.
2. Do the work of a loader.
3. Place identification in sorted baskets of laundry.

Level III

1. Use presser for uniforms.
2. Operate hand ironer and folder.

OFFICE CLERK

Level I

1. Address and type envelopes.
2. Fold and staple material.
3. Stuff envelopes.
4. Operate photostat machine.
5. Carry messages in school.

Level II

1. Do copy-typing.
2. Count and wrap in packages of 10, 15, 20, 25 for mailing.
3. Operate ditto machine.
   a. Put ditto on machine.
   b. Check pressure level.
   c. Use counter.
4. Carry messages between schools.
5. File alphabetically.

Level III

1. Operate telephone switchboard.
2. Tally.
3. Sort.
4. Operate mimeograph machine.
5. Operate addressograph.

CHILD-CARE CENTER AIDE

Level I

1. Help with feeding.
2. Assist with play activities.
3. Deliver messages in center.
4. Assist with cleaning.

Level II

1. Help supervise rest periods.
2. Help supervise outside play and group activities.
3. Assist children in performing health habits, washing hands and face, dressing.
4. Share in housekeeping duties related to children's activites and needs.

Level III

1. Help prepare materials for instructional lessons.
2. Read stories to children.
3. Arrange bulletin boards and displays.

PHARMACY AIDE

Level I

1. Prepare packages for mailing.
2. Act as messenger.

Level II

1. Use pill counter.
2. Label bottles.

Level III

Do the same as for Level I and Level II.

LIBRARY AIDE

Level I

1. Stack books in book room.
2. Clean library and straighten chairs.
3. Inspect and repair books.

Level II

1. Deliver and pick up books.
2. Stamp book numbers.
3. Arrange bulletin boards.

Level III

1. Put returned books back on shelves.
2. Check out books.

Step IIIB: off-campus, off-site assignment in paid employment. At step IIIB the participating student's social and vocational readiness, along with other pertinent information pertaining to his personal and social behavior, is carefully and thoroughly evaluated before placement. To be placed at Step IIIB, the student should receive a rating of 5 on the placeability scale. He must possess a good self-image and must have successfully experienced different kinds and levels of jobs. He must demonstrate proper grooming and practical knowledge of interview techniques.

The community work-study teacher and the work-study coordinator must coordinate their knowledge of each student and the information they have on available job opportunities and then work together for the best possible placement of all young people in the program. Many types of placement can be made at this level (Step IIIB) under the term "competitive employment." Examples under this and other headings follow:

1. **Jobs and job areas in competitive employment**

   a. Clerical

   Cashier
   Mail clerk
   Stock clerk
   Typist
   File clerk
   Duplicating machine operator's helper
   Janitor or attendant
   Packing clerk
   Receptionist-clerk
   Address-change clerk
   General office clerk
   Shipping clerk
   Mailing clerk
   Embossing machine operator
   Machine operator
   File clerk
   Secretary
   Library assistant
   Delivery boy or messenger
   Addressing machine operator
   Inventory and receiving clerk
   Clerk typist
   Office worker
   Switchboard operator
   Stockroom worker
   Stapling clerk
   Taping machine operator's helper
   Mimeographing helper

   b. Labor (general, factory, assembly-line, and the like)

   Asphalt worker
   Steel laborer
   Box worker
   Clothing man
   Lumber mill worker
   Body-and-fender shopworker
   Furniture hauler
   Greenhouse man
   Meat packer
   Warehouseman
   Parts man
   Venetian blind repairman
   Airconditioner factory employee
   Food plant worker
   Greeting-card company employee
   Staple machine worker
   Forklift driver
   Cannery worker

Ceramics worker
Sheetrock worker
Furniture worker
Textile mill worker
Car washer
Garage helper
Hatchery man
Moving van helper
Tool shed worker
Mason's helper
Painter's helper
Auto parts man
Candy worker
Furniture plant employee
Pen and pencil company employee
Milling machine worker
Drill press operator or helper
Bottle inspector and handler
Box maker
Metalworker
Beverage company employee
Welder
Carpet-layer trainee
Showman's helper
Rug cleaner
Construction worker
Gardener's assistant
Kennelman's helper
Truck loader and driver
Carpenter's helper
Plumber's helper
Lumber salvage man
Auto tire worker
Electronics employee
Garment worker
Sewing machine operator
Laundress or laundryman – dry-cleaning operator
Packing clerk
Lumberyard helper

c. *Service (general, health, hotel and restaurant, auto service occupations, and the like)*

Child-care worker (baby-sitter)
Copyboy
Housekeeper (domestic)
Ticket taker
Ticket puncher
Rug cleaner's helper
Warehouse clerk
Motion picture projectionist
Sign-printing operator
Dental laboratory assistant
Messenger
Janitorial worker
Beautician
Beautician's assistant
Delivery boy
Manicurist
Newsboy
Camp attendant
Handbill passer
Lubrication man
Florist's helper
Garbage-disposal serviceman
Nurse's aide
Laundry tumbler operator
Hospital maintenance helper
Barber
Window washer
Theater usher
Porter, baggageman
Tire recapper
Vendor
Civilian employee of U.S. Army, U.S. Navy, U.S. Air Force, or U.S. Marine Corps
Laundry washerman
Laundry clothes folder
Rest home employee
Service station attendant
Used-car lot attendant
Auto-wrecking yard worker
Tire repairman
Auto body repairman (mechanic's helper)
Car washer
Parking lot attendant
Dishwasher
Bus boy or bus girl
Waitress
Bellboy (bellhop)
Soda fountain attendant
Cook
Cook's assistant
Maid
Porter
Produce handler
Snack bar attendant
Sandwich maker
Bakery helper

d. *Grounds, maintenance, and custodial*

Grounds keeper
Groundsman
Nurseryman's helper
Farmhand
Janitorial assistant
Park worker
Fruit picker
Golf-course keeper II
Greenhouse worker
Hedge trimmer
Gardener's helper
Yard maintenance worker and caretaker
Nursery farm worker
Grass cutter
Campground caretaker
Woodcutter

2. Business and industrial minimum waiver placement

If placement cannot be made at the minimum wage level, placement can be made through the procedure explained in Appendix F.

3. Federal "Schedule A" placement

Federal "Schedule A" placement for jobs under the U.S. Civil Service Commission is explained in Part VIII of this handbook.

PART VIII

The Establishment, Development, and Effective Use of Training Stations

This part of the *Work-Study Handbook* discusses basic principles that need to be followed in the development of student placement in the work-study program, examines major phases in the total placement process, explores federal aid that is available to school districts in the growth and strengthening of this program, describes program-related services of California state agencies other than the Department of Education, and discusses such matters as job analysis and employment promotion of the handicapped.

Fundamental Principles in Developing Placements

In developing the overall placement process both within the school structure and within the community, the personnel responsible for the work-study program should adhere to the principles involved in the following six steps:

Step One

The first step is to establish desired "end objectives" for participating students and the work-study program. (See Part V of this handbook for overall and specific objectives.)

Step Two

The second step is to obtain administrative support. The program personnel must let the principal know what the planned objectives and the anticipated results of the program are and must keep him informed of student progress toward attainment of the objectives.

Step Three

Step three is concerned with communication and rapport with school faculty. It is important to get adequate information to the teachers about the purposes, content, and operation of the work-study program; to stimulate and maintain their interest in what is being done; to enlist their cooperation; and to make them feel that they are part of the program.

Step Four

The fourth step is an extension of the third. It is likewise important for the program personnel to let the teachers know how greatly faculty support is appreciated and how significant are the contributions of the teachers to the training of the participating students.

Step Five

In step five, provision should be made for ample feedback to the teachers about each student's progress in the program.

Step Six

The sixth step is to enlist and maintain the support and cooperation of the school custodian, the cafeteria personnel, and other members of the school staff whose duties and services are related to or involved in the operation of the work-study program.

In making placements of students, the program personnel should place the most capable first; then other students should be placed as maturation permits and as rapport is developed with job supervisors. The attitude of the boy or girl toward work in general and toward placement in particular will be the most important single factor affecting the success of a given placement. In the operation of the program, a system of job rotation should be developed, and close contact with students and job supervisors should be maintained.

Major Phases of the Placement Process

The major phases or stages in the total placement process within the work-study program are discussed under the headings that follow.

On-Campus, On-Site Experiences

"On-campus, on-site" is a term that is used in reference to training stations located on the school campus where the student is instructed in his special class assignments. This initial training should be the first step in the total placement process. It provides an environment that is familiar to the student and provides for more direct involvement of the special class teacher. At this stage of training, the student is actually being introduced to work under more realistic working conditions – to a work situation that is somewhat comparable to that encountered in the world of work. The student should be completely aware of the requirements of the tasks and adequately prepared to meet those requirements before official placement occurs.

Each work-study coordinator needs to survey the school campus, locate possible training stations, negotiate the terms of training with the job trainer, and develop a training plan with the trainer. The plan should clearly state (1) what the purposes of the training are; (2) the skills that must be developed; and (3) to what degree of proficiency these skills must be performed. A vocabulary list of critical terms should be drawn up, and any specific procedural steps in task performance should be included. A strong working relationship between the work-study coordinator and the teacher must be developed, and the terms of student evaluation must be agreed upon.

The young trainee should not be placed at a single station and forgotten; rather, he should be rotated to several different stations. This method helps the student and the school staff to establish more clearly the vocational strengths and weaknesses of the student and to formulate the basis for on-campus, off-site placement.

On-Campus, Off-Site Experiences

The second phase is an extension of on-campus placement. Jobs in the "on-campus, off-site" category can be found at the bus garage, the school or district office, the warehouse, or at locations on any other school premises within the district.

Off-Campus Community Placement

Off-campus community placement for participating minors is similar to on-campus placement. It is necessary to know each student as an individual – his characteristics, his likes and dislikes, his abilities, and his limitations.

In regard to making employer contacts, the placement process can be facilitated if a third party who knows the employer can arrange an introduction for the individual assigned responsibility for making these contacts for the program. Many promotion and telephone solicitations can be used to develop contacts with employers before scheduling an appointment with a key person or persons in each company.

The following guidelines should be helpful to anyone who plans to make or is making employer contacts in behalf of student community placement:

1. Try to have some knowledge of the nature of the employer's business.
2. Learn from others and from the employer the nature of his needs and problems.
3. Have a specific student applicant in mind and be familiar with his personal history, his job capabilities, and his social skills.
4. Establish a friendly working relationship with the employer.
5. Provide the necessary introductory information about the work-study program. When you introduce yourself to the prospective employer, inform him of the following: who you are, why you are there, what you can do for *him.* Tell it "like it is"; be honest; don't oversell and don't undersell.
6. Apply sound interview techniques.
   a. Use the employer's frame of reference; talk his language.
   b. Let the employer talk; don't interrupt him.
   c. Give him full attention; look at him directly; avoid distracting movement.
   d. Think of the real meaning behind what he says.
   e. Be aware of the employer's profit motive.
   f. Be straightforward, factual, and objective.
   g. Be prepared to discuss and answer objections.
7. Be familiar with workmen's compensation laws and regulations and industrial welfare provisions.
8. Keep a record of the types and number of positions you believe your clients might fill in the future.
9. Leave a business card with the employer. Even if he does not have an opening now, he will have your address and telephone number should a job open up in the future.

10. After your interview with the employer, analyze what happened. What seemed to go well? What seemed to cause problems? What would you do differently next time?
11. Regardless of outcome, follow up the meeting with a letter or phone call to keep the door open for future meetings.
12. Periodically, sit back and take a broad view of your employer-contact activities. Can you discern patterns in your interview experiences – patterns that are connected with what seems to go well and what does not seem to go well?
13. Discuss your employer-contact activities with a supervisor or colleague – someone who can listen with understanding as you verbalize your concerns and consider varying your approaches.

Federal Programs That May Be Available to School Districts

A number of kinds of federal assistance are available to schools and school districts throughout the nation; a comprehensive survey of practically all existing federal services is contained in the *Catalog of Federal Domestic Assistance,* published by the Office of Economic Opportunity.[1] Some federal programs can be of considerable help to California's work-study operations for mentally retarded minors. The following are brief descriptions of federal programs that can be utilized for the benefit of educable mentally retarded young people in California schools.

Neighborhood Youth Corps

The Neighborhood Youth Corps offers three major program divisions:

1. An in-school program that provides part-time work and on-the-job training for students of high school age from low-income families
2. A summer program that provides the students identified under number 1 with job opportunities during the summer months
3. An out-of-school program that provides economically deprived school dropouts with practical work experience and on-the-job training to encourage them to return to school and resume their education or, if this is not feasible, to help them acquire work habits and attitudes that will improve their employability

In the Neighborhood Youth Corps (NYC) program, federal funds and technical assistance are given to projects that are initiated, developed, and sponsored by local groups. The federal government will finance up to 90 percent of the cost of these projects. The local sponsor's share may be in cash or in kind (facilities, equipment, service provided, and supplies). In private on-the-job training projects (work training in industry projects that are also funded from NYC out-of-school sources), the federal government will pay legitimate training costs while the employer is responsible for the trainee's wages.

Who can apply and how to apply: The in-school program is open to students from low-income families in grades nine through twelve or to those boys and girls who are of high school age but are in lower grades. The out-of-school program is open to unemployed youth from low-income families who are sixteen years of age or older.

Enrollees may not be employed on projects involving construction, operation, or maintenance of any facility used or intended for use in sectarian or religious workshops. Also, enrollees must not displace any employed workers nor impair existing contracts for service.

Where to apply for information:

Office of Information
Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

or:

Regional offices of the Manpower Administration

Youth Opportunity Centers

The purpose of the Youth Opportunity Centers (YOC) is to help youths become employable (1) through careful assessment of their personal assets and liabilities; (2) through appropriate referral to remedial education, rehabilitation, vocational training, and other programs and services; and (3) through constructive action as the needs indicate, such as job-development, job-placement, and follow-up services.

This program provides individual counseling, placement, and related services to all young persons. Youth Opportunity Centers are administered by the U.S. Employment Service and its affiliated State Employment Security agencies. The centers are located in metropolitan areas throughout the country, with at least one in every state. They

[1] *Catalog of Federal Domestic Assistance: A Description of the Federal Government's Domestic Programs to Assist the American People in Furthering Their Social and Economic Progress.* Compiled for the Executive Office of the President by the Office of Economic Opportunity. Washington, D.C.: Office of Economic Opportunity, January, 1969.

provide intensive services to school dropouts without skills, to youths who are vocationally handicapped, and to socioeconomically disadvantaged members of minority groups and other groups suffering from discrimination or deprivation.

Who can apply and how to apply: Youths sixteen through twenty-one years of age who need counseling and guidance in relation to job or career opportunities, training, education, and other vocationally related programs, and/or assistance in finding suitable employment, are eligible.

Where to apply for information:

Office of Information
Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

or:

Local office of State Department of Human Resources Development

or:

Youth Opportunity Center

New Careers

New Careers, a work-training employment program for both youth and adults, involves activities that are designed to improve the physical, social, economic, or cultural conditions of the community. This program (1) assists the development of entry-level employment opportunities; (2) provides maximum prospects for advancement and continued employment without federal assistance; and (3) combines work-training employment with necessary educational training, counseling, and other supportive services as may be needed. Another purpose of New Careers is to contribute to the design and creation of new career jobs in public service for supportive or subprofessional personnel.

This program provides federal funds and technical assistance to projects initiated, developed, and sponsored by local groups. The federal government will generally defray no more than 90 percent of the cost of these projects. Nonfederal contributions may be in cash or in kind, including but not limited to plant, equipment, or services.

Who can apply and how to apply: Persons are eligible if they are (1) eighteen years of age or older; and (2) financially poor or unemployed. The number of New Careers enrollees between ages eighteen and twenty-one should not exceed 10 percent of the total project enrollment. State and local government agencies and local private organizations engaged in public service activities may sponsor projects under this program.

Where to apply for information:

Manpower Administration
U.S. Department of Labor
Washington, D.C. 20036

or:

Regional offices of the Manpower Administration

Youth Employment

The youth employment program provides noncompetitive federal appointments for needy youths sixteen through twenty-one years of age. As a part of the Stay-in-School Campaign, federal agencies are authorized to employ youths who need employment earnings to stay in school. They may be employed for not more than sixteen hours a week except during vacation periods. Employment is dependent upon continued school attendance. No new appointments may be made during the period from May 1 through August 31 of each year. Appointments may not be extended beyond one year unless initial conditions are met.

Who can apply and how to apply: To be eligible, Stay-in-School Campaign appointees must:

1. Need their job earnings to stay in school.
2. Be accepted for or enrolled in an approved and accredited secondary school or institution of higher learning.
3. Maintain an acceptable school standing.

Referrals should be made to State Employment Service offices. See Appendix D of this handbook for information on the personnel offices of any federal agency.

Where to apply for information:

Office of Youth and Economic Opportunity Programs
U.S. Civil Service Commission
Washington, D.C. 20415

Youth Summer Employment

This is a summer employment program designed to provide employment opportunities in federal agencies for youths sixteen through twenty-one years of age. The program provides young people with work experience and training, both of which are designed to improve their career planning and their job qualifications.

Who can apply and how to apply: To be eligible, a youth (1) must demonstrate a need for employ-

ment on the basis of economic or educational reasons; and (2) must need the benefits of the income to continue his education or else face the prospect of being out of school and unemployed.

Referrals should be made to the California State Department of Human Resources Development or to the personnel offices of any federal agency.

Where to apply for information:

Office of Youth and Economic Opportunity Programs
U.S. Civil Service Commission
Washington, D.C. 20415

Junior College Placement Program

The governing board of any district maintaining a high school may determine which of the boys and girls in the eleventh and twelfth grades of the high school would benefit from advanced scholastic or vocational work. The governing board may authorize such students to attend a junior college as special part-time students and to undertake one or more courses of instruction offered at the junior college level. The number of students so authorized must not exceed 15 percent of the number of students in the eleventh and twelfth grades of the high school at any one time.

For further explanation, see Appendix B on work-study laws and regulations.

Service Program of the State Department of Human Resources Development

A program of employment services for physically and mentally handicapped individuals is available from the California State Department of Human Resources Development. This program, through local offices of the Department, provides direct special-employment counseling services and placement assistance to physically and mentally handicapped persons seeking work. These offices cooperate with other community agencies in serving the handicapped.

Counselors from this state department use special placement techniques to help match the physical demands of a job to the capacities of a worker.

Special job development is provided the worker through contact with employers. Special information activities and promotional and educational activities are directed toward employers and labor organizations to improve employment opportunities for the handicapped.

Who can apply and how to apply: Physically handicapped and mentally restored or mentally retarded persons who are legally qualified to work are eligible for special services.

Where to apply for information:

Office of Information
Manpower Administration
U.S. Department of Labor
Washington, D.C. 20210

or:

Local office of the State Department of Human Resources Development

Services of the State Department of Rehabilitation

The California State Department of Rehabilitation provides, among many other services for the educable mentally retarded, its Schedule A program. A few years ago the U.S. Civil Service Commission (CSC) issued a special appointing authority which is commonly known as "Schedule A." The mentally retarded are covered under Section 213.3102(t). In collaboration with the State Department of Rehabilitation, this CSC authority makes it possible for federal agencies to appoint mentally retarded individuals to positions suited to their abilities without regard to usual qualification standards and written-test provisions. Effective utilization of these agreements calls for close coordination with state rehabilitation agencies and for appointing only those mentally retarded persons who are properly referred by these agencies.

The U.S. Civil Service Commission has removed the time limitation of September 30, 1969, on the use of the Schedule A authority for the mentally retarded, so that federal and state agencies may continue their programs with this special and valuable kind of assistance. Additional information concerning Section 213.3102(t) and other pertinent information about placement are published in the Commission's *Handbook of Selective Placement,*[2] which has to do with federal civil service employment of handicapped persons. This small but useful handbook is available from the U.S. Government Printing Office in Washington, D.C.

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[2]*Handbook of Selective Placement in Federal Civil Service Employment of the Physically Handicapped, the Mentally Restored, the Mentally Retarded, the Rehabilitated Offender.* BRE-12. Washington, D.C.: U.S. Civil Service Commission, June, 1969.

These federal actions, in cooperation with state services, recognize that utilization of the services of the mentally retarded is now a well-established part of the regular recruitment/appointment program of most agencies.

"Cooperative programs" comprise another service rendered by the California State Department of Rehabilitation. Cooperative agreement between the Department of Rehabilitation and the school districts has been accomplished because both groups believe that services toward a common end can thus be improved. Contractual agreements contain program and budget agreements.

> Today California has 27 cooperative programs between public schools and the Department of Rehabilitation involving 33 school districts and county superintendents of schools. They (the participating districts and county superintendents of schools) enroll 16 percent of the educable mentally retarded minors currently enrolled in public school programs.[3]

Job Placement Based on Waiver of Minimum Wage Requirement

Section 1191 of the California Labor Code provides the following:

> For any occupation in which a minimum wage has been established, the commission may issue to a woman who is mentally or physically handicapped, or both, or to a minor so handicapped, a special license authorizing the employment of the licensee for a period not to exceed one year from date of issue, at a wage less than the legal minimum wage. The commission shall fix a special minimum wage for the licensee. Such license may be renewed on a yearly basis.

Thus, job placement of educable mentally retarded minors can be made on the basis of a waiver of the existing minimum wage requirement.

This procedure can be used advantageously to obtain training positions with certain businesses. It is important, however, that a training plan be developed so that a progressive wage structure is instituted and the student can work his way up to equal the minimum wage or exceed it. See Appendix F for additional information.

[3] L. Wayne Campbell, "Education-Habilitation – A Joint Effort," in *Cooperative Agreements Between Special Education and Rehabilitation Services in the West.* Selected papers from a conference on cooperative agreements, February, 1968, in Las Vegas, Nevada. Edited by Gene Hensley and Dorothy P. Buck. Boulder, Colo.: Western Interstate Commission for Higher Education (University East Campus), June, 1968, p. 20.

Job Analysis

Job analysis is necessary to assure proper and continuing employment of individuals. A complete analysis of a job requires information on what the worker does, what gets done, materials, products, subject matter and services involved, machines, tools, equipment and work aids utilized, and what is expected of the worker in terms of employee traits. Much of this information can be obtained by means of an observation-interview technique. In setting about to acquire the facts and the data needed to describe the work performed or to prepare a description of duties, one may find that observation alone is not a wholly adequate method. Relevant, specific questions must be asked of someone who is thoroughly acquainted with the job being studied. This person is usually either a supervisor or the worker performing the job. One approach that has been found to be basic to job analysis is to find answers for the following questions: What does the worker do? How does he do it? Why does he do it? What skills are involved in the doing?

It is both helpful and efficient to take along a tape recorder or a video recorder, if available, and record the information about job tasks as it is given verbally by the job supervisor. Whatever techniques or combination of techniques are used, nothing less than thorough, comprehensive, accurate recording and reporting should be sought. The job-analysis report form shown on the opposite page can be of immeasurable value when one is reporting and/or analyzing the information pertaining to a specific job or task.

Employment Promotion for the Handicapped

An effective public information agency operates at the federal level to promote employment opportunities for the physically and mentally handicapped. This agency, the President's Committee on Employment of the Handicapped, does the following:

1. It cooperates with governors' committees in the 50 states and with committees in local communities.
2. It conducts a national publicity program and provides state and local committees with promotional assistance.
3. It cooperates with other public and private groups in conducting promotional campaigns.

Promotional aids are available to organizations with memberships of physically or mentally handicapped persons and to those groups, associations,

organizations, and schools concerned with the education, training, job placement, and well-being of the handicapped. For information, contact:

The President's Committee on
Employment of the Handicapped
Washington, D.C. 20210

Printed information available from the Committee includes *Performance* (a monthly publication); a program guide; a publicity kit; and various pamphlets on jobs, education, architectural barriers, housing, rehabilitation, transportation, clothing, homemaker rehabilitation, and the employability of the mentally and physically handicapped.

JOB ANALYSIS REPORT

JOB REQUIREMENTS

JOB TITLE _____

LOCATION _____

I. PHYSICAL DEMANDS

A. How much strength is required?

	Hands	Arms	Legs	Back
Great	_____	_____	_____	_____
Some	_____	_____	_____	_____
Little	_____	_____	_____	_____
None	_____	_____	_____	_____

B. PHYSICAL ACTIVITIES

___ walking	___ sitting	___ working fast
___ running	___ standing	___ handling
___ jumping	___ kneeling	___ feeling
___ pulling	___ crawling	___ fingering
___ pushing	___ throwing	___ talking
___ turning	___ climbing	___ hearing
___ lifting	___ crouching	___ seeing color
___ carrying	___ balancing	___ perceiving depth
___ stooping		

C. WORKING CONDITIONS

Location: ___ inside ___ outside
Temperature: ___ hot ___ cold ___ humid ___ dry
Mobility: ___ cramped ___ moving objects ___ high places
Work with: ___ others ___ around others ___ alone
Hazards: ___ mechanical ___ wet ___ noisy ___ ventilation ___ exposure to burns ___ lighting ___ radiant energy

II. PERSONAL AND ACADEMIC INFORMATION

Handle money? ___ yes ___ no

Memory required? ___ much ___ little ___ none

Arithmetic required? ___ add ___ subtract ___ multiply ___ divide ___ fractions ___ measurement ___ sales slips ___ invoicer ___ other

Reading required? ___ much ___ little ___ none ___ addresses ___ sales orders ___ patterns ___ directions ___ bulletins ___ letters

Writing required? ___ none ___ listing ___ sales orders ___ production records ___ information to be read by others

Employee meet the public? ___ no ___ seen by public ___ talks to public ___ works with public all the time

Kind of speaking required: ___ little ___ giving messages ___ asking for materials or tools ___ giving directions

Kind of job ___ clerical ___ sales ___ agriculture ___ factory ___ service ___ self-employed

Job level ___ skilled ___ semiskilled ___ unskilled

Experience ___ required ___ not required

PREEMPLOYMENT INFORMATION

Test given ___ employment test ___

Licenses required? ___ yes ___ no
Driver's license ___ other ___

Health certificate ___

Written application ___ yes ___ no

Belong to a union? ___ yes ___ no

How are employees found?
___ employment service ___ help-wanted ad ___ labor unions ___ people come in ___ referral by friends

How much education is required?
___ no formal education ___ little formal education ___ elementary school ___ some high school ___ high school diploma

How are employees paid? ___ by the hour ___ on the basis of piecework ___ weekly ___ monthly

How much on-the-job training is given? ___ less than 6 weeks ___ 6 weeks to 6 months ___ Can the school help in the training?

How much supervision is the employee given? ___ none ___ some ___ little ___ much

Adjustment to change required? ___ none ___ some ___ little ___ frequent

Pressure on the job? ___ none ___ some ___ little ___ great

PART IX

Program Planning for the Future

This *Work-Study Handbook,* designed for use in programs for educable mentally retarded students in the high schools of California, is another step in the process toward guaranteeing economic, social, and emotional stability and functional civic competence for human beings who might not otherwise attain these capabilities and competencies.

Looking ahead of us, we envision a time in the foreseeable future when public education throughout the state will engage the concentrated, coordinated efforts of school district program-planning committees or teams that would represent all of the major areas of special education. These planning groups could discuss and develop expanded yet concentrated programs for all handicapped students having special programming needs. Attention could be channeled to the several necessary aspects of education and work training that lead to full-time employment. In addition, inservice education for the personnel in these programs would need to be developed, as well as special publications, in order to deal with the instructional and job-training requirements for students having definite sensory handicaps, such as deafness and blindness, and for those having emotional and neurological handicaps.

It is recommended, therefore, that every school district in California organize and establish a single program-planning team to determine and evaluate the strengths and weaknesses of each handicapped student and to assist the student in developing for him a training plan that would maximize his capabilities in producing measurable vocational success. It is also recommended that a similar program-planning team be formed at the state level to give guidance and assistance where it is needed and to disseminate information, on a statewide basis, concerning district practices and successes in programs for the handicapped.

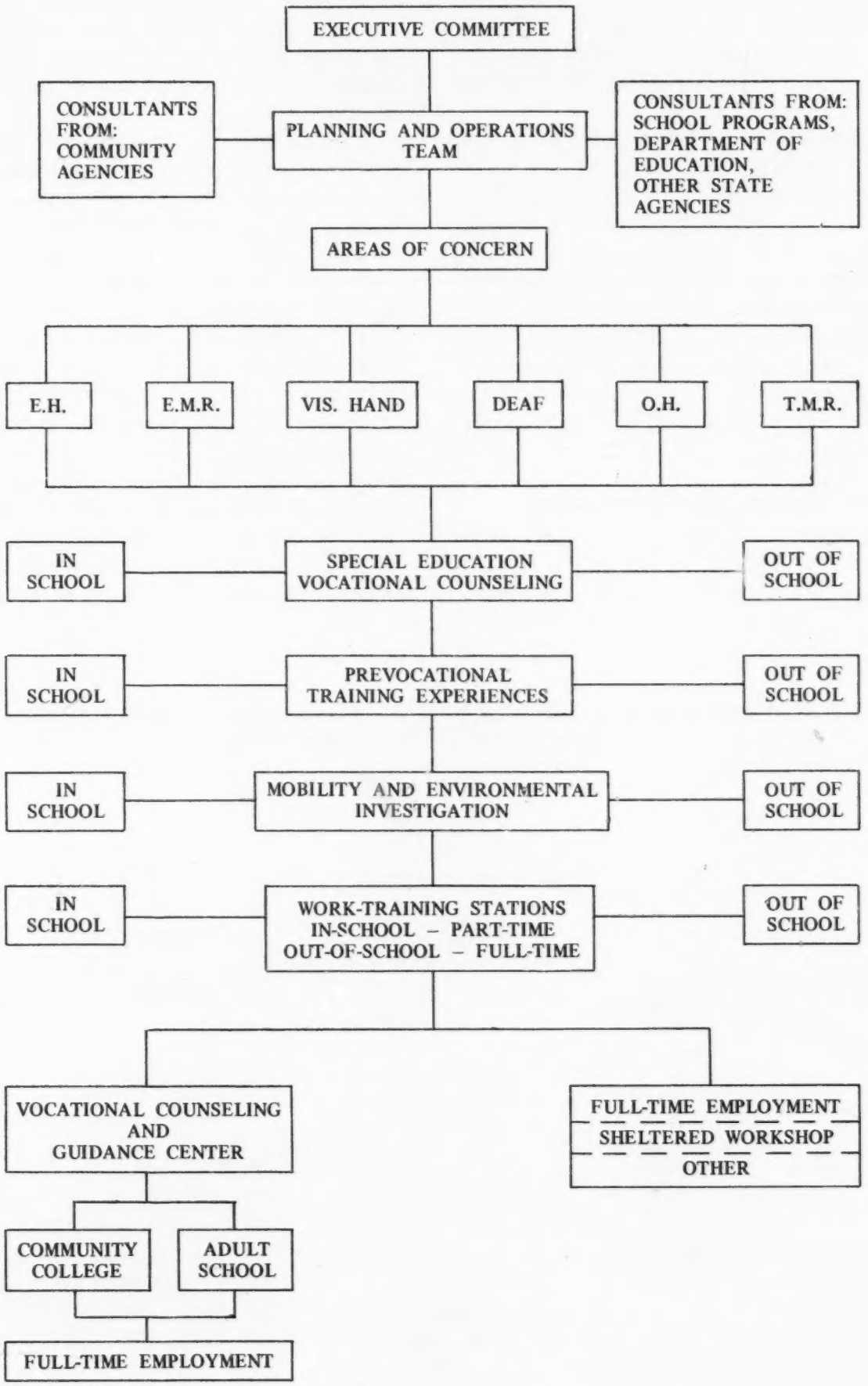
The curriculum membership of the district program-planning team would consist of six people – one member from each of the following areas of special education: the educationally handicapped, the educable mentally retarded, the trainable mentally retarded, the visually handicapped, the deaf and hard of hearing, and the orthopedically handicapped. These would be joined by representatives from other disciplines and even representatives from other agencies, such as those having to do with vocational education and vocational rehabilitation. Each categorical instructional representative should be appointed by the supervisor in that particular area of special education, or by a district advisory committee; or each person could be the outstanding teacher in that instructional area. The district team would also provide a program design for placement services.

Program Administration, Organization, and Operation

The program flow chart shown in this section of the handbook suggests a district administrative and delivery system that could advantageously affect special education students. (This flow chart can be modified according to the size of the district.) The point at which all categories would be brought together would start the district's delivery system. The counseling and prevocational training experiences would begin the district's movement toward full-time employment of handicapped students. Encouraging and supporting the search for individual identity and "worthwhileness" is something that schools and school districts should be working on continually through many experiences of mobility and environmental investigation, work-training stations, and community jobs, both in school and out of school. These things provide a means of reaching the end goals and are a vital part of the educational and vocational program for the handicapped.

Chart 6

SUGGESTED PROGRAM FLOW CHART FOR CALIFORNIA SCHOOL DISTRICTS



Upon graduation from high school, some students will be ready for full-time employment and some will need sheltered-workshop placement. Others will benefit from a program of "extended opportunities" through the community colleges, through adult school programs, or through vocational and trade schools before taking on full-time employment.

Follow-up studies will become a vital part of the program as that program is viewed by the local school district and by the State Department of Education. From the results of these studies, educators can ascertain whether the programs operating throughout the state are achieving their stated program objectives, both at the secondary and at the postsecondary levels. Then changes can be made in training programs for professional and paraprofessional personnel; alterations can be made in curricula; and job descriptions and job-market analyses can be improved.

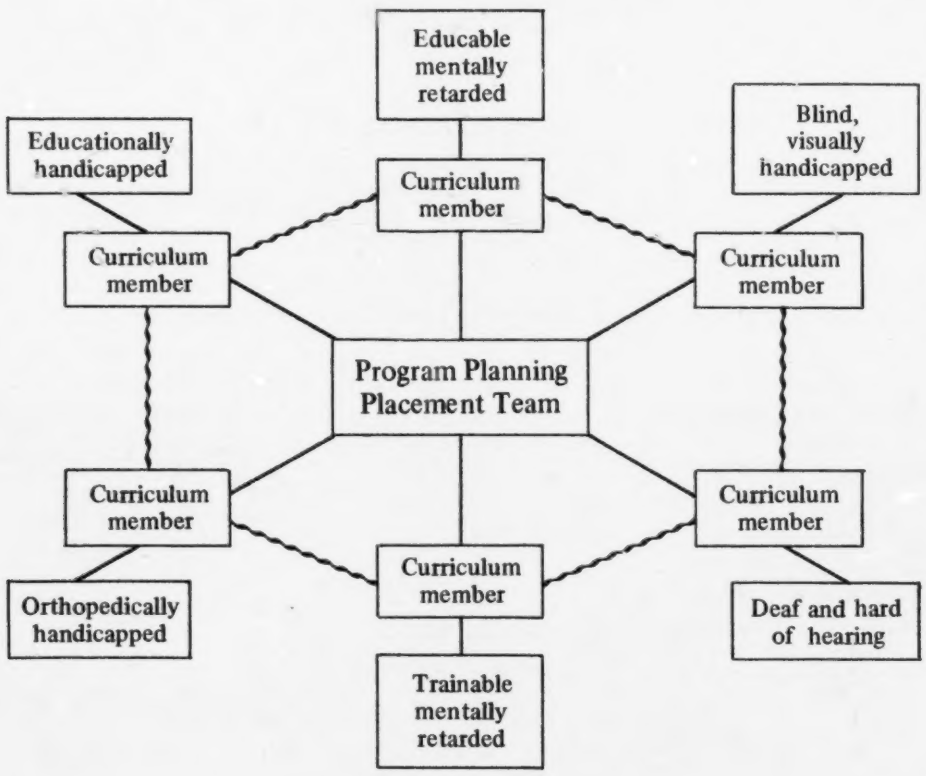
Cooperative Planning and Liaison Action

The organization and operation chart for program planning, also shown in this part of the handbook, suggests a district organizational structure that could eventuate in cooperative, conservative program planning – on the part of knowledgeable people in the six major areas of special education – for the consistent benefit of handicapped minors. Here again, as with the suggested program flow chart, a similar organizational and operational framework could be developed at the state level.

Liaison action is regarded both by school district staffs and by other agencies at local and state levels as a vital ingredient in the statewide attention that must be given to the school-vocational preparation of handicapped minors. Liaison work is already under way among school district personnel in the services of special education, vocational education, and vocational rehabilitation to develop a plan approved at the top level of the district's administrative structure whereby a coordinated use of federal monies can be brought about. This plan will permit an expansion of the effective capabilities of each relevant state agency through cooperative use of the specialized personnel and the special funds available for vocational programs in each unit. All of these efforts are being made to permit a flow of vocational preparation services to all handicapped

Chart 7

SUGGESTED ORGANIZATION AND OPERATION CHART FOR PROGRAM PLANNING IN CALIFORNIA SCHOOL DISTRICTS



persons. Such efforts will result in helping the handicapped to make a healthy, successful transition from the world of school into the world of work and community living.

All handicapped minors need this kind of service, not just the mentally handicapped; and the long-range goals that have been developed will assure these young people of the opportunities discussed here. The following diagram pictures the joint responsibility that is recommended for handicapped minors on behalf of special education, vocational education, and vocational rehabilitation. Each service should spell out its own unique services, and then the joint services and functions can be shared in the manner shown in the diagram. The concepts illustrated in this simple drawing can be applied at both the district level and at the state level.

Figure 11. Developing Vocational Competencies for the Handicapped: A Joint Responsibility

Many handicapped minors can profit from the regular curriculum and from regular classroom experiences, all of which can prepare them for vocational preparation in junior college and/or college and university programs. For those minors, the preparational program should still be planned by the district program-planning team so that the follow-through at the junior college or full college level can be pursued by vocational, educational, and/or rehabilitation personnel.

Vocational Programming: Philosophy and Major Outcomes

The philosophy of vocational programming and two major outcomes for this type of programming in the guidance and preparation of all handicapped minors are stated in the paragraphs that follow.

Philosophy

Every student enrolled in a California public school, notwithstanding any handicap the student might have, shall be provided opportunities for intellectual, social, emotional, and vocational development that will prepare him to find his place in society as a productive, participating member of the community.

In order to carry out the conceptual and practical intent of this philosophy regarding the education of all handicapped individuals, the following outcomes should be achieved by the end of the 1975-76 academic school year:

Projected Outcome Number 1

Every graduating senior enrolled in, or eligible for enrollment in, any special education program mandated or permitted by the California Legislature shall have a detailed plan for, or shall have achieved, one of the following:

a. Placement on a full-time job – such placement maximizing the capabilities in which he has received basic training
b. Placement in an on-the-job training position in which he will receive additional training directed toward a vocational skill – such training designed to maximize his capabilities
c. Continued education and/or training directed toward reaching an occupational objective – such preparation designed to maximize his capabilities in a community college, trade school, or vocational school
d. Continued education and training directed toward reaching a technical or professional objective – such preparation designed to maximize his capabilities in a university or college program
e. For any girl whose vocational goal is to become a full-time homemaker, completion of a planned program especially designed to provide adequate knowledge of homemaking and to develop whatever skills are necessary for becoming an adequate home manager – such preparation designed to maximize her capabilities

Projected Outcome Number 2

Every California school district shall have an on-going, operative, vocational planning and guidance program within which every high school student enrolled in, or eligible for enrollment in, any special education program mandated or authorized by the California Legislature is equipped with a developmental plan that provides for the following:

a. A total evaluation of his vocational capabilities
b. A realistic identification of his occupational, technical, or professional objectives

c. A sequence of experiences designed to give him the specific preparation and training he needs to reach his objectives

This *Work-Study Handbook* for educable mentally retarded young persons serves as another step toward reaching these educational and vocational objectives for all handicapped minors. It provides a recommended format of organization and suggests administrative procedures which not only can be utilized to benefit the mentally retarded but can also be expanded to include professional study and program planning for every handicapped youth in California schools, regardless of the type, the nature, or the characteristics of his handicapping condition.

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Appendixes

APPENDIX A

WORK-STUDY HANDBOOK ADVISORY AND DEVELOPMENT COMMITTEES

The following committees were directly involved in the development and preparation of the *Work-Study Handbook*. The titles and positions of the personnel listed were current at the time of the committees' involvement in the handbook project.

California State Advisory Committee on Programs for Educable Mentally Retarded Minors

In 1965, pursuant to Education Code Section 160 (AB 451, regular session of the California Legislature, 1965), the Superintendent of Public Instruction, California State Department of Education, appointed the California State Advisory Committee on Programs for the Educable Mentally Retarded. The composition of this body included representatives of state agencies providing services for the mentally retarded, as well as representatives from professional and private agencies and organizations providing such services. All the projects organized and conducted leading to the development of this handbook were coordinated through the State Advisory Committee. Membership changes in this important group since its inception have come about because of the shifts of key personnel from one job assignment to another.

The California State Department of Education gratefully acknowledges the significant contributions of the members of the State Advisory Committee in the way of leadership, support, and assistance provided during the development and implementation of each task and each phase of the handbook effort. The membership of the Committee, as of August 1, 1970, follows:

Charles W. Watson, Associate Superintendent of Public Instruction; and Chief, Division of Special Education, California State Department of Education, Ex officio[1]

Joseph P. Rice, Jr., Chief, Bureau for Mentally Exceptional Children, Division of Special Education, California State Department of Education, Ex officio[2]

L. Wayne Campbell, Curriculum Specialist in Education of the Mentally Retarded, Division of Special Education, California State Department of Education, *Chairman*

Medford Todd, Project Specialist, Division of Special Education, California State Department of Education, Secretary[3]

Virginia Allee, Chief, Division of Industrial Welfare, California State Department of Industrial Relations[4]

Charles C. Caplinger, Coordinator, Programs for the Mentally Retarded, Hudson Elementary School District (representing elementary supervision)

Edward Cloherty, Principal, Gompers Junior High School, Los Angeles Unified School District (representing California Association of Secondary School Administrators)

Ray Darby, Shasta County Superintendent of Schools (representing California Association of County Superintendents of Schools)[5]

Dennis Dunne, Coordinator of Cooperative Programs, California State Department of Rehabilitation[6]

Mel Felker, Director of Personnel Operations, McDonnell-Douglas Corp., Santa Monica (representing California Association of Manufacturers)

Charles R. Gardipee, M.D., Chief, Bureau of Mental Retardation Services, California State Department of Public Health

Bill Green, Executive director, California Council for the Retarded, Sacramento[7]

Milton Grossman, Director of Special Services, Sweetwater Union High School District (representing California Association of School Psychologists and Psychometrists)[8]

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[1]Replaced Francis W. Doyle, 1969.

[2]Replaced Donald Mahler, 1968.

[3]Replaced Morton Herz, January, 1969.

[4]Replaced Mrs. Florence Clifton, January, 1967.

[5]Replaced Fred Beyer, 1968.

[6]Replaced Phil Ladas, September, 1969.

[7]Replaced Fred Krause, January, 1970.

[8]Replaced Virginia Templeton, September, 1968.

George W. Huggins, Superintendent, Lowell Joint Elementary School District (representing California Elementary School Administrators Association)

D. D. Hurford, Personnel Director, Sears Roebuck and Co., Los Angeles (representing California State Chamber of Commerce)

Trumbull W. Kelly, Supervisor of Education, California State Department of the Youth Authority

Joseph S. Lerner, Associate Professor of Education, and Chairman, Department of Education, San Francisco State College (representing college and university professors and American Association on Mental Deficiency)

Irvin P. Massei, Executive Secretary-Treasurer, Los Angeles County Federation of Labor – AFL-CIO

Thomas J. Murphy, Director of Special Education, Santa Barbara City School Districts (representing California Federation, Council for Exceptional Children)

John Oshida, State Supervisor, Services for the Handicapped, California State Department of Human Resources Development[9]

Mrs. Nola Shortridge, Special Class Teacher, Richmond Unified School District (special education, classroom teachers, high school level)[10]

Darrell E. Shryock, Social Service Consultant, Family and Children Division, California State Department of Social Welfare[11]

George (Gene) Thanos, Supervisor, Secondary Work-Study Programs, Ventura Unified School District (representing secondary school supervision)

Anthony N. Toto, M.D., Superintendent and Medical Director, Fairview State Hospital (representing California State Department of Mental Hygiene)

Work-Study Handbook Development Committees – Regional Meetings

The following lists contain the names of the personnel in the ten regional committees that assisted in the development of the *Work-Study Handbook.* Each name is followed by data indicating the title of the position held by that person and the name of his or her employer (district, school, or other). The boldface sideheads identify the California locations where the regional meetings were held.

All teachers listed here were serving at the high school level, unless otherwise designated. The term "W-S Coordinator" means Work-Study Coordinator.

Sacramento

Joan Clancy, Teacher, Grant Joint Union High School District
Irene Collin, Teacher, Shasta Union High School District
James M. Ditty, Teacher, Placer Joint Union High School District
Donald Evans, Administrator, Stockton City Unified School District
John S. Foster, Teacher, Chico Unified School District
Cohuita P. Kennon, Junior High School Teacher, Elk Grove Unified School District
Claude Rashid, Teacher, Sacramento City Unified School District
Vicki J. Robinson, Elementary Teacher, Sacramento City Unified School District
Gilbert M. Yule, W-S Coordinator, Woodland Joint Unified School District

Los Angeles
Central Office,
Los Angeles Unified School District

(The personnel in the following list were all serving Los Angeles Unified School District.)

Raul Arreola, Junior High School Teacher
Alfred A. Casler, Supervisor
Helma B. Coffin, Director, Special Programs of Education
Samuel Davis, Teacher
Carl Hightower, Teacher
DeWayne W. Maurer, Teacher
Teri Papanastassiou, Teacher
Paul Quisimberto, Elementary Teacher
Melvin Roseman, Teacher
Mae Seidner, Teacher

Anaheim

Peter Alwinson, Coordinator, Garden Grove Unified School District
Anthony Dalessi, Teacher, Santa Ana Unified School District
Dale W. Downey, Elementary Teacher, Placentia Unified School District
Lyman Ham, Teacher, Orange Unified School District
Victor Harber, W-S Coordinator, Anaheim Union High School District
Gerald J. Hime, Teacher, Anaheim Union High School District
Howard Levine, W-S Coordinator, Fullerton Joint Union High School District
Corlett T. Wilson, Teacher, Huntington Beach Union High School District

[9]Replaced Paul Boetius, 1968, who had replaced John Cima, September, 1966.

[10]Replaced Wendall McFadden, September, 1969.

[11]Replaced Emanuel Newman, 1969, who had replaced Lucille Kennedy, September, 1966.

San Jose

Ubaldo Archuleta, Teacher, Pajaro Valley Joint Unified School District
Douglas A. Boyce, Supervisor, San Francisco Unified School District
H. Ted Crider, Vocational Rehabilitation Counselor, California State Department of Rehabilitation
Earnest Ellis, Teacher, Alameda City Unified School District
James Horning, Teacher, San Benito Joint Union High School District
Eloise Majette, Teacher, Special Education, Seaside High School, Fort Ord
Edward C. Makowski, Teacher, Fremont Union High School District
Stanley M. Nowicki, W-S Coordinator, San Francisco Unified School District
Joseph S. Smith, Teacher, San Mateo Union High School District
La Verne Stubblefield, Elementary Teacher, Fremont Unified School District

Santa Rosa

Phyllis Armstrong, Elementary Teacher, Mount Diablo Unified School District
Jeannie Lou Davis, Teacher, Vallejo City Unified School District
Frank DeParsia, Teacher, W-S Coordinator, Liberty Union High School District
Robert Holczer, Teacher, Novato Unified School District
Bernice Meader, Teacher, Healdsburg Union High School District
Helen M. Nelson, Teacher, Santa Rosa City High School District
Robert Peters, Teacher, Eureka City High School District
Wesley St. John, Director of Special Services, Office of the Napa County Superintendent of Schools
Nola T. Shortridge, Teacher, Richmond Unified School District
Fred E. Stockbridge, Teacher, Arcata Union High School District

Santa Barbara

Robert Berry, Teacher, Ernest Righetti High School, Santa Maria
Betty Dods, Teacher, Oxnard Union High School District
Maurice Green, Teacher, Ventura Unified School District
Robert M. Miller, Director of Special Education, Oxnard Union High School District
Stanley Norton, Director, Special Pupil Services, Simi Valley Unified School District
Roberta Shumway, Teacher, Lucia Mar Unified School District
Lee Whittier, Teacher, Oxnard Union High School District
Allen Zietz, Teacher, Santa Barbara City High School District

Fresno

Norman Byas, Teacher, Fresno City Unified School District
William J. Carder, Teacher, Kings Canyon Joint Unified School District
Queline Hampton, Elementary Teacher, Kerman-Floyd Union Elementary School District
Virgil K. Kanady, Teacher, Tulare Union High School District
Richard G. Kisling, Administrator, Fresno City Unified School District
Mary F. Ogden, Teacher, Fresno City Unified School District
Bob Patterson, Teacher, Fresno City Unified School District
Florence Rata, W-S Coordinator, Fresno City Unified School District
Gerald J. Veeboer, Junior High School Teacher, Fresno City Unified School District
Grayson E. Wade, Teacher, Merced Union High School District

Los Angeles

California State College, Los Angeles

Helen Sowa De Simone, W-S Coordinator, La Puente Union High School District
Kay Engel, Elementary Teacher, ABC Unified School District
Chris Fernandez, Teacher, Antelope Valley Union High School District
James W. Glass, Teacher, Mary E. Meller Junior High School, Pico Rivera
Peter M. Haggerty, Teacher, William S. Hart Union High School District
Marie P. Hewitt, Teacher, Covina-Valley Unified School District
Sally A. McMonegal, Coordinator, Special Education, Compton Union High School District
Richard G. Oswalt, Teacher, Azusa Unified School District
W. H. Ramsey, Vocational Rehabilitation Counselor, California State Department of Rehabilitation
Roger L. Smith, W-S Coordinator, Glendale Unified School District

San Diego

(The first five persons listed here were serving San Diego City Unified School District.)

Elenora L. Ayer, Teacher
Louise G. Bookbinder, Supervisor
Beulah K. Giovanazzi, Teacher
John L. McElroy, Teacher
Raymond G. Sippel, Jr., Supervisor
Harris C. Teller, Teacher, Sweetwater Union High School District

Twin Peaks

Georgiana Buckwalter, Teacher, Redlands Unified School District
Jeanne C. Davis, Consultant, Office of the San Bernardino County Superintendent of Schools
Robert Dunlap, Teacher, Chino Senior High School, Chino
Maxine Eldridge, Teacher, Chaffey Union High School District
James R. Johnson, Coordinator, Corona Unified School District
Robert E. Jorden, Teacher, Moreno Valley Unified School District
Leon McGarrah, Teacher, Rialto Unified School District
John O. Prentice, Jr., Vocational Rehabilitation Counselor, California State Department of Rehabilitation
Elinore Saske, Teacher, Riverside Unified School District
June Zsambok, Teacher, Corona Unified School District

Group Leadership for the Regional Meetings

The following faculty personnel from California state colleges served as group leaders for the ten regional meetings on the development of the *Work-Study Handbook:*

Alexander Britton, Associate Professor, Special Education, California State College, Long Beach (Anaheim and Santa Barbara meetings)
Robert Fuchigami, Professor of Education, Sonoma State College (Sacramento and Santa Rosa meetings)
C. Lamar Mayer, Associate Professor, Special Education, California State College, Los Angeles (Los Angeles City and Los Angeles County meetings)
James R. McPherson, Professor, Special Education, San Jose State College (San Jose and Fresno meetings)
Arthur J. Mitchell, Coordinator, Education, San Diego State College (San Diego and Twin Peaks meetings)

Membership of the "Single Committee of Ten"

The membership of the special body popularly known as the "Single Committee of Ten" consisted of one representative from each of the ten regional meetings for the development of the *Work-Study Handbook* and one person (from the group leaders) who served as leader of the committee. It was the responsibility of this body to meet with members of the Bureau for Mentally Exceptional Children, Division of Special Education, California State Department of Education, and discuss the findings and recommendations made during the ten regional meetings, together with other pertinent data and knowledge, in order to formulate the design and content of the curriculum recommended for the *Work-Study Handbook.* Following is the committee roster:

C. Lamar Mayer *(Group Leader),* Associate Professor, Special Education, California State College, Los Angeles

Norman Byas, Fresno High School, Fresno City Unified School District

Alfred A. Casler, Division of Special Education, Los Angeles Unified School District

Anthony Dalessi, Santa Ana Senior High School, Santa Ana Unified School District

Martha Gerringer, Mission High School, San Francisco Unified School District

James W. Glass, Mary E. Meller Junior High School, El Rancho Unified School District

Robert E. Jorden, Moreno Valley High School, Moreno Valley Unified School District

John L. McElroy, Exceptional Child Service, San Diego City Unified School District

Robert M. Miller, Special Educational Services, Oxnard Union High School District

Nola T. Shortridge, Richmond Senior High School, South Campus, Richmond Unified School District

Gilbert M. Yule, Woodland High School, Woodland Joint Unified School District

APPENDIX B

LAWS, RULES, AND REGULATIONS CONCERNING THE EDUCATION OF MENTALLY RETARDED MINORS IN CALIFORNIA

This appendix contains passages selected from the Education Code, State of California; the California Administrative Code, Title 5, Education; the Vocational Education Amendments of 1968, Public Law 90-576; and the California State Plan for Vocational Education. All sections are related to the education of handicapped minors; many sections have a direct bearing on the education of mentally retarded minors.

Some of these excerpts are in numerical order. Certain other sections, however, particularly those from the Education Code, are arranged according to subject or topic. The topical arrangement, wherever used, has been adopted for this handbook in the interests of workability and program relevance.

It should be noted that all sections in Appendix B are applicable as of September 1, 1970, and, subsequent to that date, are subject to changes made by the appropriate bodies or agencies.

Education Code, State of California: Selected Sections
(1969 Edition and 1970 Supplement)

(CHAPTER 9.7. HANDICAPPED CHILDREN)

"Handicapped Children" Defined

6941. As used in this chapter, "handicapped children" means any of the following:

(a) Physically handicapped minors as defined in Chapter 8 (commencing with Section 6801) of this division.

(b) Mentally retarded minors as defined by Sections 6901 and 6902.

(c) Severely mentally retarded minors as defined by Sections 6901 and 6903.

(d) Educationally handicapped minors as defined in Chapter 7.1 (commencing with Section 6750) of this division.

(e) Multihandicapped minors which refers to any combination of (a), (b), (c), or (d).

(Amended by Stats. 1970, Ch. 1601.)

Guidelines for Instruction of Mentally Retarded Minors

160. The Superintendent of Public Instruction shall recommend, and the State Board of Education shall adopt by September 1, 1967, general guidelines for use by school districts and county superintendents of schools in the development of curriculum and the adoption of courses of study for the special instruction of mentally retarded minors enrolled in public schools as defined by Sections 6902 and 6903 of this code. The Superintendent of Public Instruction is authorized to employ on a part-time basis curriculum specialists to assist in the development of such guidelines.

(Added by Stats. 1965, Ch. 1332)

Four-year Secondary School Program in Certain Districts

6904.5. The governing board of a unified or high school district with an average daily attendance of 900 or more shall provide a four-year secondary school program for each mentally retarded minor residing in the district who comes within the provisions of Section 6902 and for whom the district is required to provide an education in special training schools or classes pursuant to Section 6904.

(Added by Stats. 1965, Ch. 1427.)

Duty of Governing Board in Certain Districts to Prescribe and Enforce Course of Study for Mentally Retarded Pupils

8052. The governing board of any school district with more than 8,000 pupils in average daily attendance shall prescribe and enforce in the schools a course of study for mentally retarded pupils as defined in Sections 6902 and 6903 of this code.

Duty of County Board to Prescribe and Enforce Course of Study for Mentally Retarded Pupils

8053. Each county board of education shall prescribe and enforce a county course of study for mentally retarded pupils as defined in Sections 6902 and 6903 of this code. Such county course of study shall be used in special education programs for mentally retarded pupils conducted by the county superintendent of schools and in school districts with an average daily attendance of 8,000 or less.

Chapter 9. Education of Mentally Retarded Minors

"Mentally Retarded Minors" Defined

6901. "Mentally retarded minors" means all minors who because of retarded intellectual development as determined by individual psychological examination are incapable of being educated efficiently and profitably through ordinary classroom instruction.

Education of Certain Mentally Retarded Minors

6902. The education of mentally retarded minors who are of compulsory school age and who may be expected to benefit from special educational facilities designed to make them economically useful and socially adjusted shall be provided for in the manner set forth in Sections 6901 to 6913, inclusive, and in Sections 895 to 895.10, inclusive. Such special education may be provided mentally retarded minors who are between five years nine months and six years of age and those above compulsory school age and less than 21 years of age.

(Amended by Stats. 1963, Ch. 1697, and by Stats. 1969, Ch. 534 and Ch. 1215.)

Maximum Enrollment for Special Day Classes; Waiver

6902.3. The maximum enrollment of pupils enrolled in special day classes as defined by subdivision (a) of Section 6902.2 shall be 18 pupils except that when the chronological age span is more than four years the appropriate maximum enrollment shall be 15 pupils.

The State Board of Education may waive the maximum class size standards prescribed by this section whenever it approves a project submitted by a school district or county superintendent of schools to conduct experimental studies to determine the proper maximum class size standards.

(Added by Stats. 1969, Ch. 784. Effective August 15, 1969. See note following Section 885.5.)

Provisions for Education of Mentally Retarded Minors Not Within Provisions of Section 6902

6903. The education of mentally retarded minors who do not come within the provisions of Section 6902, who are 8 or more, and less than 18 years of age and who may be expected to benefit from special educational facilities designed to educate and train them to further their individual acceptance, social adjustment, and economic usefulness in their homes and within a sheltered environment, shall be provided for in the manner set forth in Sections 6901 to 6913, inclusive, and in Sections 8951 to 8956, inclusive. The education of such mentally retarded minors who are five or more and less than eight years of age may be provided for in the manner set forth in Sections 6901 to 6913, inclusive, and in Sections 8951 to 8956, inclusive.

Any such minor who becomes 18 years of age while in attendance upon a special training school or class shall be permitted to continue to attend thereon for the remainder of the time such school or class is maintained during the then current school year.

Notwithstanding other provisions of this section any such minor who is participating regularly in an approved occupational training program in the manner set forth in Sections 6931 and 6932 may be permitted by the governing board of the district or county superintendent of schools, as the case may be, maintaining such training program to continue thereon until his 21st birthday.

(Amended by Stats. 1961, Ch. 659, by Stats. 1963, Ch. 2105, by Stats. 1963 (1st. Ex. Sess.), Ch. 14, and by Stats. 1964 (1st Ex. Sess.), Ch. 52.)

Establishment of Minimum Standards

6906. The Department of Education shall establish minimum standards for all such special schools and classes and shall enforce these standards throughout the State.

Diploma from Special School

6906.5. The governing board of each unified or high school district which is required or authorized to maintain special training schools for mentally retarded minors who come within the provisions of Section 6902 shall issue a diploma or other certificate of graduation to each person who has met the minimum standards of the State Board of Education for such special schools and such diploma or certificate of graduation shall not contain any notation or other evidence which indicates that the graduate is a mentally retarded person.

(Added by Stats. 1965, Ch. 248.)

Supervision of Training

6907. One person in the Department of Education shall devote his entire time to the supervision of training of mentally retarded minors. The department shall employ such other persons as are necessary to carry out the purposes of Sections 6901 to 6913, inclusive, and of Sections 895 to 895.10, inclusive.

(Amended by Stats. 1969, Ch. 534.)

Individual Examination of Child by Psychologist

6908. Before any child is placed in a school or class for mentally retarded children, he shall be given a careful individual examination by a competent psychologist holding a credential for that purpose issued by the State Board of Edu-

cation or Commission for Teacher Preparation and Licensing, or by a person serving under the supervision of such a psychologist and holding a credential for that purpose issued by the State Board of Education or commission, and a consultation with his parents or guardian held. A psychiatrist may be consulted in any specific case when the governing board of the district deems it necessary.

(Amended by Stats. 1970, Ch. 557. Operative on January 1, 1973, or at such earlier date as the Commission for Teacher Preparation and Licensing may determine.)

Individual Social and Vocational Counseling

6912.5. Individual counseling and guidance in social and vocational matters shall be provided as part of the instructional program for mentally retarded pupils. Upon approval by the State Department of Education the governing board of any school district may separately, or in co-operation with the governing board or boards of one or more other school districts, or in co-operation with the Bureau of Vocational Rehabilitation of the State Department of Education, employ a special co-ordinator, who shall make a study of employment and occupational opportunities and shall assist in the co-ordination of the education of the mentally retarded minors with the commercial and industrial pursuits of the community, so as to prepare the minors for employment.

(Added by Stats. 1963, Ch. 1613.)

Funds for Work Experience Programs for Mentally Retarded Pupils

5989.5. The governing board of any school district which establishes and supervises a work experience education program in which mentally retarded pupils are employed in part-time jobs may use funds derived from any source, to the extent permissible by appropriate law or regulation, to pay the wages of pupils so employed.

The Legislature hereby finds and declares that the authority granted by the provisions of this section is necessary to ensure that the work experience education program will continue to provide maximum educational benefit to students, particularly mentally retarded pupils, and that such program is deemed to serve a public purpose.

(Added by Stats. 1969, Ch. 1257.)

Attendance at Junior College of Eleventh and Twelfth Grade Students

6401. The governing board of any district maintaining a high school may determine which of the students in the 11th and 12th grade of the high school would benefit from advanced scholastic or vocational work. The governing board may authorize such students to attend a junior college as special part-time students and to undertake one or more courses of instruction offered at the junior college level. The number of students so authorized shall not exceed 15 percent of the number of students in the 11th and 12th grade at the high school at any one time.

(Added by Stats. 1959, Ch. 1613; amended by Stats. 1963, Ch. 811, and by Stats. 1967, Ch. 1719.)

Computation of Average Daily Attendance for Mentally Retarded Minors

11553.1. Mentally retarded minors who come within the provisions of Section 6902 and who are enrolled in a work-

study program approved by the Department of Education shall be credited, for apportionment purposes, one full day of attendance for each day of attendance in the approved program. The average daily attendance of mentally retarded minors enrolled in approved programs shall be computed by dividing the total number of days of attendance of the minors by the number of days taught in the regular schools of the district. No such pupils shall be credited with more than five days of attendance per calendar week or more than the number of calendar days such special school or class is maintained by the district in each fiscal year.

(Added by Stats. 1969, Ch. 1124.)

Entitlement to Free Education

6920. Every mentally retarded, physically handicapped, or multiply handicapped minor, as defined in Section 6870, is entitled to training or an education free of charge in the public schools of this state.

(Added by Stats. 1968, Ch. 472. Operative on July 1, 1970. See note following Section 6870.)

California Administrative Code, Title 5, Education: Selected Sections

3405. Program Day. The program day for all special classes for mentally retarded minors shall be, in length of time, the same as the program day for regular classes of pupils of similar chronological age in the school in which the special classes are maintained. The program day for all special classes for mentally retarded minors not maintained as a part of a regular school shall be the average of all special classes for mentally retarded minors throughout the county for pupils of similar chronological age.

3406. Teacher Assignment. Each special class shall be taught by a full-time teacher appropriately credentialed whose full-time responsibility shall be given to directing and supervising the educational program of the minors enrolled in the special class during the program day.

3407. Instructional Day. (a) The minimum instructional day for the first three years at the elementary level (comparable in chronological age to pupils in first, second, and third grades of regular classes) shall be 200 minutes under the immediate supervision of a special class teacher and the remainder of the full-time instructional day shall be under either the immediate or general supervision of a special class teacher.

(b) The minimum instructional day for the second three years at the elementary level (comparable in chronological age to pupils in the fourth, fifth, and sixth grades of regular classes) shall be 240 minutes under the immediate supervision of a special class teacher and the remainder of the full-time instructional day shall be under either the immediate or general supervision of a special class teacher.

(c) The minimum instructional day for the first two years at the secondary level (comparable in chronological age to pupils in seventh and eighth grades of regular classes) shall consist of 240 minutes under the immediate supervision of a special class teacher and the remainder of the full-time instructional day shall be under either the immediate or general supervision of a special class teacher.

(d) The minimum instructional day for the last four years at the secondary level (comparable to the 9th, 10th, 11th, and 12th grades of

regular classes) or for a departmentalized junior high school shall be either:

(1) 240 minutes under the immediate supervision of a special class teacher with the remainder of the full-time instructional day under either the immediate or general supervision of a special class teacher; or

(2) With prior approval of the Superintendent of Public Instruction, 180 minutes under the immediate supervision of a special class teacher and the remainder of the full-time instructional day under either the immediate or general supervision of a special class teacher.

(e) The minimum instructional day for the last year at the secondary level (comparable to the 12th grade of the regular classes) shall be one of the following:

(1) That described in (d)(1).

(2) That described in (d)(2).

(3) With prior approval of the Superintendent of Public Instruction, 120 minutes under the immediate supervision of a special class teacher with the remainder of the full-time instructional day under the general supervision of a special class teacher. This provision is designed to implement intensive work-study programs.

(f) Requests for prior approval of the Superintendent of Public Instruction for (d)(2) and (e)(3) shall be submitted on forms prepared by the Department of Education. Approval must be granted prior to the initiation of the program and shall be effective as long as the program operates as approved. An annual report for the program operated under (d)(2) and (e)(3) shall be submitted to the Department of Education by July 15 of each year on forms prepared by the Department of Education.

3408. Instructional Program. (a) The instructional program for all such schools and classes shall:

(1) Be nongraded in content organization.

(2) Be designed to fit the educational and training needs of the mentally retarded enrolled in the program pursuant to Education Code Section 6902.

(3) Conform to the general guidelines adopted by the State Board of Education for the mentally retarded pursuant to Education Code Section 160.

(4) Be approved by the administrative head of the district or county superintendent maintaining the special school or class.

(b) Special class teachers shall be assigned to the instructional program of the special schools or classes on a full-time basis at the ratio of at least one teacher per special class. Additional staff may be assigned on a less than full-time basis beyond this basic staffing ratio.

(c) The time during which a special class teacher is providing general supervision may be used in performing duties which directly contribute to the special class pupils and the special class program but may not be used for duties and responsibilities to pupils not enrolled in a special class program.

(d) The instructional program for all such schools or classes shall be vocationally oriented and shall include work training opportunities at the high school level.

3409. Program Supervision. Program supervision shall be provided for all such schools and classes by persons holding appropriate credentials. Such persons may be employed by a district or through contractual agreements with other school districts or county superin-

tendents of schools. The term "supervision" as used in this section means those activities having as their basic purpose the actual improvement of the special instructional program.

3410. Case Studies. Individual case study records shall be kept of all pupils placed in such schools or classes.

3411. Experimental Programs.

History: 1. Repealer filed 1-16-70; effective thirtieth day thereafter (Register 70, No. 3).

3412. Granting of Diploma. The governing board of each unified or high school district and the county superintendent of schools required or authorized to maintain special schools or classes for mentally retarded minors who come within Education Code Section 6902 shall issue a diploma or other certificates of graduation to each person who has satisfactorily met the minimum requirements of the instructional program developed and adopted according to the guidelines approved by the State Board of Education pursuant to Education Code Section 160.

NOTE: Specific authority cited: Section 6906.5, Education Code.

Vocational Education Amendments of 1968 – Public Law 90-576

(Selected Sections Related to Vocational Education for the Handicapped)

§ 102.3 Definitions

(o) "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

§ 102.4 Vocational Instruction

(b) *Objective of instruction.* (1) Vocational instruction shall be designed to—

(i) Prepare individuals for gainful employment as semiskilled or skilled workers or technicians or semiprofessionals in recognized occupations and in new or emerging occupations, or

(ii) Prepare individuals for enrollment in advanced or highly skilled vocational and technical education programs, or

(iii) Assist individuals in the making of informed and meaningful occupational choices, or

(iv) Achieve any combination of the above objectives.

(2) Vocational instruction with the objective specified in subparagraph (1) (i) of this paragraph shall include:

(i) Instruction related to the occupation or occupations for which the students are in training; that is, instruction which is designed upon its completion to fit individuals for employment in a specific occupation or a cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations. Such instruction shall include classroom related academic and technical instruction and field, shop, laboratory, cooperative work, apprenticeship, or other occupational experience, and may be provided either to—

(*a*) Those preparing to enter an occupation upon the completion of the instruction, or

(*b*) Those who have already entered an occupation but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment.

(ii) Instruction necessary for vocational students to benefit from instruction described in subdivision (i) of this subparagraph; that is, remedial or other instruction which is designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction.

(3) Pretechnical vocational instruction with the objective specified in subparagraph (1) (ii) of this paragraph shall include instruction of the type described in subparagraph (2) of this paragraph, except that such instruction need not be designed to fit individuals for employment in a specific occupation, but must be primarily designed to prepare individuals for enrollment in advanced or highly skilled postsecondary and technical education programs having the objective specified in subparagraphs (1) (i) of this paragraph. It shall not include instruction which is primarily designed to

prepare individuals for higher education, or for professional training of the type described in paragraph (c)(2) of this section, and which is only incidentally designed for individuals preparing for technical education.

(4) Prevocational instruction with the objective specified in subparagraph (1)(iii) of this paragraph shall include instruction designed to familiarize individuals with the broad range of occupations for which special skills are required and the requisites for careers in such occupations.

§ 102.6 Vocational education for disadvantaged or handicapped persons.

(a) Vocational education for disadvantaged or handicapped persons supported with funds under section 102 (a) or (b) of the Act shall include special educational programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons. Examples of such special educational programs and services include the following: Special instructional programs or prevocational orientation programs where necessary, remedial instruction, guidance, counseling and testing services, employability skills training, communications skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services.

(b) Funds available for vocational education for disadvantaged or handicapped persons may not be used to provide food, lodging, medical and dental services and other services which may be necessary for students enrolled in such programs but which are not directly related to the provision of vocational education to such students. However, the State board or local educational agency conducting such programs shall encourage the provision of such services through arrangements with other agencies responsible for such services. (See § 102.40 (b) and (c) relating to cooperative arrangements.)

(c) To the extent feasible, disadvantaged or handicapped persons shall be enrolled in vocational education programs designed for persons without their handicapping condition. Educational services required to enable them to benefit from such programs may take the form of modifications of such programs or of supplementary special educational services. In either case, funds available for vocational education for disadvantaged or handicapped persons may be used to pay that part of such additional cost of the program modifications or supplementary special educational services as is reasonably attributable to disadvantaged or handicapped persons.

(d) If certain disadvantaged or handicapped persons cannot benefit from regular vocational education programs to any extent, even with modifications thereto or with the provision of supplementary special educational services, then these persons shall be provided with special programs of vocational instruction which meet the standards and requirements of all vocational education programs set forth in § 102.4 and which, in addition, include such special instructional devices and techniques and such supplementary special educational services as are necessary to enable those persons to achieve their vocational objective. In these cases, funds available for vocational education for the disadvantaged or the handicapped may be used to pay that part of the total cost of the instructional program and supplementary special educational services that are reasonably attributable to the vocational education of disadvantaged or handicapped persons.

(e) Vocational education programs and services for disadvantaged or handicapped persons shall be planned, developed, established, administered, and evaluated by State boards and local educational agencies in consultation with advisory committees which include representatives of such persons; and in cooperation with other public or private agencies, organizations, and institutions having responsibility for the education of disadvantaged or handicapped persons in the area or community served by such programs or services, such as community agencies, vocational rehabilitation agencies, special education departments of State and local educational agencies, and other agencies, organizations, and institutions, public or private, concerned with the problems of such persons. (See § 102.40 (b) and (c) relating to cooperative arrangements.)

§ 102.9 Training of personnel.

(a) *General.* The State board shall provide for such training (both preservice and inservice) as is necessary to provide qualified personnel meeting the requirements of the State plan pursuant to § 102.38. Such training shall be sufficient to provide an adequate supply of qualified teachers and other personnel, including those capable of meeting the special educational needs of disadvantaged and handicapped persons in the State.

(c) *Eligibility of enrollees.* Training of personnel pursuant to paragraph (a) of this section shall be offered only to persons who are teaching or are preparing to teach vocational education students or consumer and homemaking students or who are undertaking or are preparing to undertake other professional or semiprofessional duties and responsibili-

ties in connection with vocational education programs or consumer and homemaking programs under the State plan to whom such education would be useful professionally.

§ 102.22 Membership.

The membership of the State advisory council shall exclude members of the State board, and shall include:

(h) At least one person with special knowledge, experience, or qualifications, with respect to the special educational needs of physically or mentally handicapped persons; and

§ 102.35 State administration and leadership.

(a) *Adequate State board staff.* The State board shall provide for a State staff sufficiently qualified by education and experience and in sufficient numbers to enable the State board to plan, develop, administer, supervise, and evaluate vocational education programs, services, and activities under the State plan to the extent necessary to assure quality in all education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests, and abilities of those being trained. Particular consideration shall be given to staff qualifications for leadership in programs, services, and activities for disadvantaged persons, and handicapped persons, depressed areas, research and training, exemplary programs and projects, consumer and homemaking, cooperative vocational education, curriculum development, and work-study.

(b) *Organization of State board staff.* The State plan shall describe the organizational structure of the State board staff, including a description of its units, the functions assigned to each unit, the number of professional personnel assigned to each unit, and the relationships among the units within the State board staff and with other State agencies and institutions responsible for conducting programs of vocational and technical education. The titles of all State officials who are to have authority in the administration and supervision of the programs, services, and activities shall be given in the State plan. This description shall be sufficient to enable the Commissioner to find that the State board has an adequate staff to provide requisite administration and supervision of the federally aided vocational education programs. The plan shall provide for a full-time State director or a full-time executive officer who shall have no substantial duties outside the vocational education program.

§ 102.54 Differences in vocational education needs.

(a) In allocating funds among local educational agencies, the State board shall give due consideration to the relative vocational education needs of all the population groups referred to in § 102.51 (a) in all geographic areas and communities in the State, particularly disadvantaged persons, handicapped persons, and unemployed youth.

(b) In weighing the relative vocational education needs of the State's various population groups, the State board shall give particular consideration to additional financial burdens (other than those which are to be considered pursuant to § 102.56(b)) which may be placed upon certain local educational agencies by the necessity of providing vocational education students, particularly disadvantaged or handicapped students, with special education programs and services such as compensatory or bilingual education, which are not needed in areas or communities served by other local educational agencies in the State.

(c) The State plan shall describe in detail the method by which the State board will give due consideration to the criterion set forth in paragraph (a) of this section in allocating funds among local educational agencies. This description shall include an explanation of:

(1) How the State board will identify the vocational education needs, including the need for special education programs and services referred to in paragraph (b) of this section, which must be met by each local educational agency in the State:

§ 102.59 Percentage requirements with respect to uses of Federal funds.

(a) *Application of percentage requirements.* The State plan shall provide that allocations of Federal funds pursuant to § 102.52 shall comply with the following requirements with respect to the use of Federal funds:

(3) *Vocational education for handicapped persons.* At least 10 percent of the total allotment for any fiscal year to a State of funds appropriated under section 102(a) of the Act shall be used only for vocational education for handicapped persons.

California State Plan for Vocational Education: Selected Sections

Part I: Administrative Provisions

1.7 Cooperative Arrangements

1.72 Handicapped Persons. The State Department of Education has, in addition to the Vocational Education Section, a Division of Compensatory Education, a Division of Special Education, and a Bureau of Readjustment

Education. The Bureau of Readjustment Education has primary responsibility, with the State Board approval, for approving certain courses offered in nonpublic schools (see Division 21 of the Education Code). Close cooperation and coordination with these offices and personnel of the State Board staff will prevail. When these combined efforts suggest additional arrangements with other agencies, such as the Department of Rehabilitation, additional agreements or contracts may be arranged and reported to the Commissioner upon approval by the State Board.

1.8 Vocational Education Under Contract. There are in California nonpublic vocational schools and technical institutes with extensive capabilities and experience in vocational instruction. Arrangements may be made for the provision of vocational instruction on an individual or group basis in such nonpublic schools.

1.94 Accessibility to Handicapped Persons. The State Board or local educational agency shall, to the extent appropriate in view of the uses to be made of the facilities, take into consideration the accessibility of the facilities to, and the usability of them by, handicapped persons, and of their compliance with the minimum standards provided by the Commissioner, the State Board, and other applicable state agencies.

In the planning of construction of school facilities under the Vocational Education Act, the State Board, the Board of Governors, or the local educational agency shall, to the extent appropriate in view of the uses to be made of the facilities, take into consideration the accessibility of the facilities to, and the usability of them by, handicapped persons, and of their compliance with the minimum standards contained in "American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped," approved by the American Standard Association, Inc., with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide-Department of Veterans Benefits, Regional Offices, Veterans Administration," and with such other standards in that regard as the Secretary of Health, Education, and Welfare may prescribe or approve.

3.0 State Vocational Education Programs
(Funded Under Parts A and B of Public Law 90-576)

3.1 Allocation of Funds to Part B Purposes. The policies and procedures to be followed in allocating federal funds for the direct expenditure by the State Board staff and for expenditures by local educational agencies include the following:

(d) The criteria for making allotments to state and local educational agencies shall include the following considerations:

(10) Due consideration be given to the special vocational education needs for handicapped persons and disadvantaged persons

3.11 Percentage Requirements. Federal funds made available to California under Section 102(a) of the act will conform to the following minimum usage:

(a) Vocational education for disadvantaged persons (at least 15 percent of the total allotment for any fiscal year or 25 percent of the allotment which is in excess of the base allotment, whichever is greater)

(b) Postsecondary vocational education (at least 15 percent of the total allotment for any fiscal year or 25 percent of the allotment which is in excess of the base allotment, whichever is greater)

(c) Vocational education for handicapped persons (at least 10 percent of the total allotment)

3.13 Identification of Handicapped Persons. The identification of "handicapped persons" is the responsibility of the local educational agency, and such identification shall comply with the following definition:

"Handicapped persons" identifies individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational program.

Further, the identification of handicapped secondary youth shall comply with criteria set forth in California Education Code sections 6750, 6801, 6802, 6901, 6902, and 18060.2 (see Appendix B).

The identification of handicapped persons at the postsecondary or adult levels shall be in accordance with these kinds of criteria:

(a) Use of official health records

(b) Use of standardized tests

(c) Teacher observations

(d) Use of diagnostic tests

(e) Recommendations of and evaluations by licensed medical and psychological practitioners

(f) Recommendations by vocational rehabilitation services

(g) Recommendations by the Division of Special Education, State Department of Education

3.26-6 *General Priorities.* In determining the relative priorities of local applications for the purpose of allocating funds, the following criteria will be considered:

(a) Preference will be given to programs physically located in "economically disadvantaged areas." An "economically disadvantaged area" is an area composed of contiguous census tracts within urbanized areas, as defined by the most recent census data. In this area 20 percent of the families report annual incomes of less than $3,000 according to the most recent census data. Also included are comparable areas which, because of technical factors, cannot be isolated by census tracts or be isolated as a contiguous census tract. Such areas shall have a population of not less than 25,000.

(b) Whenever it is necessary to meet the needs of residents of economically disadvantaged areas, projects for adults should be on both a full-time and a part-time basis, being compressed into the shortest possible period of time consistent with educational needs in either case.

(c) The Department of Human Resources Development should be recognized and utilized as an essential recruitment and referral source for projects for adults located in economically disadvantaged areas.

(d) The Department of Human Resources Development should be recognized and utilized as a source of assistance in a cooperative effort to prevent those adult individuals recruited and referred by the Department of Human Resources Development from dropping out of projects operating in economically disadvantaged areas.

APPENDIX C

GLOSSARY OF TERMS AND TITLES

The glossary that follows provides brief definitions and explanations of terms frequently used in this handbook, names or titles of certain national programs, and titles of important kinds of positions of responsibility in the work-study approach to educational-vocational preparation. The entries are in alphabetical order.

1. Community Work-Study Teacher

A community work-study teacher is a professional person with special qualifications and responsibility to supervise off-campus placement of educable and trainable mentally retarded students.

2. General Supervision

Students in a work-study program are under general supervision when they are in attendance at their scheduled activity and the supervisor is not in their immediate vicinity.

3. Immediate Supervision

Students in a work-study program are under immediate supervision when they are directly under the control of an appropriately credentialed employee of the school district.

4. Job-Simulation Centers

Job-simulation centers provide curriculum and work-training experiences that may function within the classroom, the school, and the community. Dealing with objective work requirements and skills, these experiences are intended to prepare students for specific jobs located in the community.

5. Job-Site Supervisor

The job-site supervisor is an individual who is directly or indirectly responsible for the work site at which the student is training outside the employment of the school district. This supervisor works with the teacher to develop a work routine at a given work site where the boy or girl is being trained.

6. Minimum Wage

Generally speaking, minimum wage standards for jobs in which the results of the task performed are transported through interstate commerce are under the federal statutes. Minimum standards for other jobs are defined by state law. The California State Department of Industrial Relations, Division of Industrial Welfare, administers the statutes and determines which set of laws is applicable to a specific job. A list of the field offices of the Division of Industrial Welfare to which questions regarding minimum wages or related matters should be directed is in Appendix E.

7. Neighborhood Youth Corps

The Neighborhood Youth Corps, a program sponsored by the U.S. Office of Economic Opportunity, is designed to keep students in school by giving them an opportunity to work and earn money while continuing their education.

8. Off-Campus Work-Study

Off-campus work-study is an activity in which the student is given the opportunity to work in organized, supervised, and evaluated job-training situations within the total community.

9. On-Campus, Off-Site Work-Study

On-campus, off-site work-study is an activity that provides the student with an opportunity to work in an organized, supervised, evaluated job-training situation within the confines of the school campus, another school, or any district-owned or district-operated facility.

10. On-Campus, On-Site Work-Study

On-campus, on-site work-study is an activity that provides the student with an opportunity to

work in organized, supervised, and evaluated job-training situations within the school.

11. Vocational Counseling and Guidance

The process of counseling and guidance takes place during all phases of the work-study program. It is an essential component that begins in the elementary school program, is reinforced and expanded at the intermediate level, and is provided in depth at each step of the sequentially developed secondary school program.

12. Volunteer Experience

Volunteer experience is an opportunity for students to work in the community when paid employment is not available or the student is in need of a change of job stations and still needs sheltered placement.

13. Waiver of Minimum Wage Requirements

A waiver of minimum wage requirements can be issued by the Division of Industrial Welfare, State Department of Industrial Relations, to any employer upon application and justification. For additional information and procedures, see Part VIII in this handbook.

14. Work-Study

"Work-study" is a concept. It is also an operating process for activating and integrating all the ingredients of an educational program to secure balance between knowledge and skill, between the general and the specific. The work-study program must provide opportunities for experiences in work situations as part of the total program – work-training opportunities within the school facilities and within the community under the general supervision of the school staff.

15. Work-Study Program Coordinator (Full-Time)

The work-study program coordinator is a full-time district employee who is responsible for the initiation and implementation of the work-study program.

16. Youth Opportunity Centers

The purpose of Youth Opportunity Centers is to assist in the employability and employment of young persons through (a) careful assessment of their personal assets and liabilities; (b) appropriate referral to remedial education, rehabilitation, vocational training, work-training, and other programs; and (c) suitable job development, job placement, and follow-up services.

APPENDIX D

WORK-STUDY FORMS AND IDEA MATERIAL

The forms and "items for ideas" shown in Appendix D are suggested for use by California schools and school districts in work-study programs. These samples do not represent an exhaustive collection; other materials may be developed as specific needs are identified.

Work-study forms should reflect the legal and functional needs of a particular school district. The kinds of forms that are regularly used in the district can be compared with the forms presented here. District personnel can use these forms without alteration, or they can adapt them to accommodate local district requirements.

(Forms begin on the next page.)

CALIFORNIA STATE DEPARTMENT OF EDUCATION
FORM NO. B-2 (REV. 11-48)

STATEMENT OF PROSPECTIVE EMPLOYER OF MINOR

Date.....

I intend to employ..... Address.....
Name of minor

Minor will be required to work as.....
Kind of work—describe in detail

Type of industry..... Wages.....

Work to be done by minor will be ☐ when school is in session; ☐ out of school hours

Between the hours of.....a.m. to.....a.m. and.....p.m. to.....p.m.

Number of hours on Saturday..... Sunday..... Total hours per week.....

He/she may attend Continuation Education Classes on: Day..... Hours—from..... to.....

[SIGNED].....
Employer Firm Name

Address.....

STATEMENT OF PARENT OR GUARDIAN

The above-named minor will be employed with my full knowledge and consent.

Date..... .....
SIGNATURE OF PARENT OR GUARDIAN

SUPPLEMENTARY INFORMATION

(Required for Minors 14 and 15 years of age who are exempt from full-time attendance at school)

PHYSICIAN'S STATEMENT

My examination of..... indicates that his/her physical condition is such that the work described on the reverse side should not be/would be injurious to his/her health.

This minor has apparently attained maturity to the age of .....years, ...months.

(Signed).....M.D.

Address.....

Date.....

SCHOOL RECORD

Name of Minor..... Age.....

Birthdate..... Birthplace.....

Last grade completed.....

Hours ... school.....

School Work: Satisfactory ☐ Unsatisfactory ☐
Attendance: Regular ☐ Irregular ☐

[SIGNED].....

School.....

Date.....

Subscribed and sworn to before the person authorized to issue work and employment permits:

[SIGNATURE].....

Title.....

City or County.....

Date.....

SPO

AFFIDAVIT. *I do solemnly swear that to the best of my knowledge and belief, the statements as to age, address, birthplace and name of my*.....
son, daughter, ward
are correct. His/her earnings are needed because of the death/desertion/illness/injury of the parent or guardian and aid can not be secured in any other manner.

[SIGNED].....
Parent or Guardian

Address.....

Date.....

SUGGESTED SAMPLE,

WORK-STUDY TEACHER'S CHECKLIST

Students	ADMISSION TO E.M.R. CLASS	PARENT CONFERENCE ABOUT WORK	RESPONSIBILITY RELEASE SIGNED BY PARENT AND EMPLOYER	WORK PERMIT	OFF-CAMPUS IDENTIFICATION CARD	STUDENT PROGRESS REPORT	THREE WEEKS	SIX WEEKS	NINE WEEKS	STUDENT SELF-EVALUATION	EIGHTEEN WEEKS	STUDENT SELF-EVALUATION	PARENT EVALUATION	WORK HISTORY DATA SHEET
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														

SEMESTER _____

GRADE _____

SUGGESTED SAMPLE,

WORK-STUDY
STUDENT PROGRESS REPORT

STUDENT'S NAME _____

SCHOOL _____

ADDRESS _____

PHONE _____

SOCIAL SECURITY NUMBER _____

Please rate this student from 1 to 5 on each of the items that apply:

5 – EXCELLENT
4 – GOOD
3 – AVERAGE
2 – NEEDS TO IMPROVE
1 – BELOW AVERAGE

JOB _____

FIRM NAME _____

ADDRESS _____

CONTACT PERSON _____

EVALUATION	3rd week	6th week	9th week	18th week
APPEARANCE				
ATTENDANCE				
PUNCTUALITY				
ATTITUDE				
DEPENDABILITY				
FOLLOWS DIRECTIONS				
MAINTAINS PRODUCTION SCHEDULES				
ACCURACY				
DOES MORE THAN ASKED				
TAKES CARE OF TOOLS				
RULES OF COMPANY				
CAN WORK BY HIMSELF				
TOTAL SCORE				

REMARKS

_____
EMPLOYER'S SIGNATURE

_____
WORK STUDY COORDINATOR'S SIGNATURE

SUGGESTED SAMPLE,

STUDENT WORK HISTORY

Work-Study Education

STUDENT'S NAME _____

SCHOOL _____

HOME ADDRESS _____

BIRTHDATE _____

PHONE _____

SOCIAL SECURITY NUMBER _____

1. ON-CAMPUS – ON-SITE

   a. Job title _____ Time on job _____

      Supervisor _____ Rating score _____

   b. Job title _____ Time on job _____

      Supervisor _____ Rating score _____

2. ON-CAMPUS – OFF-SITE

   a. Job title _____ Time on job _____

      Supervisor _____ Rating score _____

   b. Job title _____ Time on job _____

      Supervisor _____ Rating score _____

3. OFF-CAMPUS VOLUNTEER

   a. Job title _____ Time on job _____

      Supervisor _____ Rating score _____

   b. Job title _____ Time on job _____

      Supervisor _____ Rating score _____

4. COMPETITIVE EMPLOYMENT

   a. Employer _____ Dates employed _____

      Address _____ Telephone _____

      Type of work performed _____

      Rating score _____

   b. Employer _____ Telephone _____

      Address _____

      Type of work performed _____

      Dates of employment _____ to _____ Rating score _____

SUGGESTED SAMPLE,
LETTER TO PARENTS

Dear Parent,

The Special Education Department at _____ High School is continuing its program designed to ensure useful job experience for its students prior to graduation. This program was first instituted in 1966 and has continued successfully ever since. Many of our students have now had various work-station experiences, which include typing, filing, warehouse experience, pharmaceutical packaging, messenger work, and many other kinds of occupations.

It is our intention to try and prepare the special students for some kind of meaningful occupation so that they can continue to develop upon graduation from high school. Combining what has been learned academically with actual work experience should give your child some of the confidence he or she needs to become a productive citizen.

The program consists of three steps. There is Step I, On-Campus-On-Site work experience; Step II, On-Campus-Off-Site work experience; and Step III, Off-Campus-Off-Site work experience. These jobs are all done during school hours; school credit is given toward graduation; transportation is paid by the school department to and from the job. The students are under constant and close supervision of a teacher.

We would like your child to participate in this program. I will contact you by telephone soon, or please feel free to come in and see me.

Sincerely yours,

Work-Study Coordinator

LETTER OF RECOMMENDATION

_____

_____

_____

_____
Date

To whom it may concern:

This student _____ has been with
full name of student
_____ in the capacity of a student trainee from the _____ School for a period of _____ (weeks–months). (His or Her) job assignment was _____ which included the
specify title of job
following activities: _____ . (He or She) rated best
specify major job functions
on the following traits by (his or her) supervisor: _____

_____.

I (would or would not) recommend _____
student's first name,
_____ for employment
state how strongly you would recommend
in this type of position.

_____
Name

_____
Title

(Sample used by permission)

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Secondary Education
Special Programs of Education

Vocational Orientation and Work-Study Program
(On/Off Campus)

PARENT EVALUATION

Student's name _____
Parent's name _____
Address _____ Phone _____
Home school name _____
Job title _____ Employer _____
Address _____ Phone _____

Please answer the following questions regarding
your child's work:

1. Does your child like the work? ___ yes ___ no
2. Is the salary satisfactory? ___ yes ___ no
3. Are the hours satisfactory? ___ yes ___ no
4. Are you satisfied with the work your child is doing? ___ yes ___ no
5. Has your child's attitude changed for the better? ___ yes ___ no
6. Do you have any questions about your child's work? ___ yes ___ no

7. Remarks or questions _____

_____

_____

_____

_____

_____

_____

SAMPLE
IDENTIFICATION CARDS AND FORMS

Faculty
cards

242-3161

Glendale Unified School District
GLENDALE HIGH SCHOOL

ROGER L. SMITH
WORK STUDY COORDINATOR

1440 E. BROADWAY
GLENDALE, CALIF.

WOODLAND HIGH SCHOOL
College & Hays
Woodland, Calif. 95695
Phone 916 662-4678

WORK STUDY PROGRAM

— Coordinators —

MARY YOUNG
1309 Rancho Way
Woodland, Calif.
Phone 916 662-6977

GILBERT M. YULE
720 Marshall
Woodland, Calif.
Phone 916 662-4042

BARBARA YURICEK ROBERT JORDEN
- COORDINATORS -

WORK STUDY PROGRAM
MORENO VALLEY HIGH SCHOOL

23300 COTTONWOOD AVE.
SUNNYMEAD, CALIF. 92388

653-3156 653-3157

Student
card

LOS ANGELES CITY SCHOOL DISTRICTS
Division of Secondary Education
Special Programs of Education

OFF-CAMPUS IDENTIFICATION

Name_____ of _____
Last First School

has permission to be off-campus from _____ (a.m.-p.m.)

to _____ (a.m.-p.m.). This student is working for

_____ at this address _____

Signed _____
Work-Study Coordinator

Form W.S.S.P. 04-69

Work Study Program – Los Angeles City Schools
Division of Secondary Education – Special Programs

Form No. W.S.S.P. 01-69 **S.P.**

CARD OF INTRODUCTION

TO: Miss / Mrs. / Mr. _____ Date _____

FIRM NAME _____

ADDRESS _____ TELEPHONE _____

Introducing _____

as an applicant for _____

Appointment time _____

EMPLOYED? (Please check)

Yes _____ Date Hired _____

No _____ Reason _____

_____

Signature of Employer

Please return this card at your earliest convenience. Thank you for your employment order.

_____

Work Study Coordinator

_____

High School Telephone

EMPLOYMENT APPLICATION **S.P.**

Work Study Program – Los Angeles City Schools
Division of Secondary Education – Special Programs

PRINT
NAME (LAST, FIRST) GRADE DATE

AGE BIRTH DATE SOC. SEC. NO.

ADDRESS (STREET, CITY, ZONE) TELEPHONE

CHECK ONE OR MORE KINDS OF WORK WANTED:

SALES	GROCERY	HOUSEWORK
OFFICE	SERV. STATION	LAWN OR GARDEN
FACTORY	OTHER	

TIME WORK WANTED:

4 – 4 ☐	5 – 3 ☐
AFTER SCHOOL ☐	
VACATION ☐	
FULL TIME ☐	

LIST YOUR PREVIOUS WORK EXPERIENCE:

EMPLOYER	KIND OF WORK	HOW LONG

HAVE YOU A CAR? DRIVER'S LICENSE NO.

Form No. W.S.S.P. 03-69 (OVER)

Additional Samples
(Used by permission)

APPENDIX E

FIELD DIRECTORIES OF STATE AGENCIES, SERVICE GROUPS, AND SPECIAL COMMITTEES

The lists in Appendix E show the California locations of state-level agency offices, community service groups, and special committees – all having a bearing on assistance and services for handicapped persons. Addresses are supplied wherever possible.

Branch Offices of the Division of Industrial Welfare, California State Department of Industrial Relations[1]

Bakersfield Office
Serving Inyo, Mono, and Kern counties

El Centro Office
Serving Imperial and Riverside counties (west to and including Palm Springs and north to Highway 6)

Eureka Office
Serving Del Norte, Humboldt, Lake, and northern Mendocino counties

Fresno Office
Serving Fresno, Kings, Madera, Merced, Mariposa, and Tulare counties

Los Angeles Office
Serving all of Los Angeles County except the following:
Inglewood Office – serving a portion of Los Angeles City, including Hermosa Beach, Inglewood, Manhattan Beach, and Torrance
Long Beach Office – serving a portion of Los Angeles City and all of Long Beach
Van Nuys Office – serving a portion of San Fernando Valley

Oakland Office
Serving Alameda, Contra Costa, and Solano counties

Redding Office
Serving Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Trinity, Siskiyou and Tehama counties

Sacramento Office
Serving El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, and Yuba counties

San Bernardino Office
Serving Riverside and San Bernardino counties

San Diego Office
Serving San Diego County

San Francisco Office
Serving San Francisco County

San Jose Office
Serving Monterey, San Benito, San Mateo, Santa Clara, and Santa Cruz counties

Santa Ana Office
Serving Orange County

Santa Barbara Office
Serving San Luis Obispo, Santa Barbara, and Ventura counties

Santa Rosa Office
Serving Marin, Napa, Sonoma, and southern Mendocino counties

Stockton Office
Serving Alpine, Amador, Calaveras, San Joaquin, Stanislaus, and Tuolumne counties

Locations of Field Offices, California State Department of Rehabilitation[2]

Anaheim – 421 N. Brookhurst, Suite 124, 635-5500
Bakersfield – 520 Kentucky St., Room 4, 323-2911
Chico – 219 Wall St., 343-7984

[1]The branch offices, located in principal cities, serve counties, parts of counties, or other specified areas.

[2]Names of cities or community facilities where the field offices conduct their operations are listed here in alphabetical order, together with specific addresses. The seven-digit number at the end of each entry is the local telephone number for that office. These listings were current as of August 10, 1970.

Concord – 1849 Willow Pass Road, Room 309, 689-3010
Crescent City – 508 H St., 464-6321
El Centro – 1681 W. Main St., Suite 208, 353-1350
Eureka – 619 Second St., 443-8641
Fresno – 2550 Mariposa St., Room 2000, 488-5061
Fresno Service Center, East Unit – 3035 E. Belmont Ave., 485-5358
Fresno Service Center, West Unit – 2555 Elm Ave., South, 485-6861
Fresno Workshop – 1940 H St., 488-5445
Hayward – 22245 Main St., 582-1900
Laguna Niquel – 27635 Forbes Road, Suite H, 831-0410
Long Beach – 230 E. Fourth St., 437-0431
Long Beach Alcoholic Clinic – 2655 Pine Ave., 426-4042
Los Angeles – 107 S. Broadway, Room 7005, 620-4370
Los Angeles – 1494 S. Robertson Blvd., 273-4302; 720 N. Western Ave., 463-8126
East Los Angeles Service Center – 929 N. Bonnie Beach Pl., 264-5100, Ext. 8
South Central Los Angeles Service Center – 10925 S. Central Ave., 567-1151, Ext. 291
Los Angeles Alcoholic Clinic – 5205 Melrose Ave., 464-9121, Ext. 281
Merced – 725 W. Eighteenth St., Suite 8, 723-3741
Modesto – No. 68 McHenry Village, 1700 McHenry Ave., 524-4493
Monterey Alcoholic Clinic – 465 Pacific St., 373-0717
Oakland – 1111 Jackson St., Room 5002, 464-0727; 103 E. Fourteenth St., 464-1384
Oakland Alcoholic Clinic – 499 Fifth St., 834-5151, Ext. 2328
Oceanside – 139 Canyon Dr., 722-6161
Palo Alto – 445 Sherman Ave., Suite 1, 327-0520
Pasadena,– 711 E. Walnut St., Room 401, 793-0651, 681-2435
Pasadena Alcoholic Clinic – 25 S. Euclid Ave., 449-0020
Pleasant Hill Alcoholic Clinic – 85 Cleveland Ave., Room 206, 939-6336
Pomona – 553 N. Gibbs Ave., 629-9608
Redding – 2135 Akard Ave., 243-1723
Reseda – 18645 Sherman Way, Suite 104, 881-1220
Richmond Service Center – 217 Tenth St., 237-5500
Riverside – 6848 Magnolia Ave., 682-3661
Sacramento – 923 Twelfth St., Room 301, 445-8800
Sacramento Alcoholic Clinic – 2270 Stockton Blvd., 445-8800
Salinas – 407 Crocker-Citizens Bank Bldg., 8 E. Alisal St., 422-6415
San Bernardino – 303 W. Third St., Room 100, 888-9247
San Diego – 1350 Front St., Room 4053, 232-4361, Ext. 354
San Diego Alcoholic Clinic – 565 W. F St., 239-8037
San Diego Service Center – 4235 National Ave., 262-0841
San Francisco,– 515 Van Ness Ave., Room 501, 557-1756
San Francisco Alcoholic Center – 375 Laguna Honda Blvd.
San Francisco Service Center – 1425 Turk St., 557-1740
San Jose – 935 Ruff Dr., 286-6200
San Jose Alcoholic Clinic – 2220 Moorpark Ave., 297-1636, Ext. 355
San Luis Obispo – 1011 Pacific St., Suite A, 543-7661
San Mateo – 450 Peninsula Ave., 347-4771
San Rafael – 1299 Fourth St., 453-6671
Santa Ana – 1619 W. Seventeenth St., Room 1, 542-3996
Santa Barbara – 411 E. Canon Perdido St., Room 10, 963-4351
Santa Cruz – 900 Center St., 426-4077
Santa Maria – 106C E. Boone St., 922-1719
Santa Rosa – 2240 Professional Dr., 542-6836
South Gate – 2621 Santa Ana St., 589-5861
Stockton – 31 E. Channel St., Room 213, 464-8301
Stockton Alcoholic Clinic – 540 N. California St., Room 210, 465-6348
Torrance – 3122 Pacific Coast Hwy., 534-1522
Vallejo – 1008 Marin St., 643-1761
Van Nuys – 6931 Van Nuys Blvd., 786-5770
Venice Service Center – 324 S. Lincoln Blvd., 392-4811
Ventura – 168 N. Brent St., Suite 101, 643-2204
Visalia – 113 N. Church St., Room 510, 734-8161
West Covina – 1107 S. Glendora Blvd., 338-5528
Whittier – 13215 E. Penn St., Suite 430, 698-8381
Yuba City – 481 Ainsley Ave., 742-8253

California State Department of Human Resources Development: Offices for Job Training, Development, and Placement[3]

Auburn – 100 El Dorado St. (95603), 885-3775
Avalon-Florence HRD Center – 701 E. Florence Ave., Los Angeles (90001), 750-5250
Bakersfield HRD Center – 1924 Que St. (93301), 327-4692
Berkeley – 1375 University Ave. (94702), 843-1389
Berkeley YOC – 1706 University Ave. (94703), 848-1673
Chico – 240 W. Seventh St. (95926), 342-3581
Colton YOC – 1183 N. Mt. Vernon Ave. (92324), 825-9333
Compton HRD Center – 212 E. Arbutus St. (90220), 639-8180
Culver City – 10829 Venice Blvd. (90034), 837-0181
Duarte – 1805 E. Huntington Dr. (91010), 359-6601
El Centro – 100 N. Imperial Ave. (92243), 352-1801 N. Imperial Ave. (92243), 352-1801
Escondido – 329 E. Valley Pkwy. South (92025), 745-6211
Eureka – 409 K St. (95501), 443-0801
Fresno: West Fresno Service Center – 2555 S. Elm Ave., 485-6860

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[3]This list follows the same arrangement as that described in footnote 2, with the addition of ZIP codes in parentheses. The entries were current as of August 1, 1970.

The combinations of initials used in this list mean the following: HRD = Human Resources Development; WIN = Work Incentive Program; YOC = Youth Opportunity Center.

Fresno HRD Center – 1050 O St. (93721), 488-5351
Fresno YOC – 2405 Inyo St. (93721), 488-5122
Fullerton – 233 E. Commonwealth Ave. (92632), 526-6651
Glendale – 1255 S. Central Ave. (91204), 247-1321
Hayward – 24790 Amador St. (94544), 783-7211
Hayward YOC – 306 A St. (94541), 582-3007
Hollywood – 6725 Santa Monica Blvd. (90038), 461-9121
Indio – 83-151 Requa (92201), 347-0761
Inglewood – 4546 W. Century Blvd. (90304), 674-2531
Lancaster – 44902 N. Tenth St. (93534), 942-1146
Lodi – 200 E. Oak St. (95240), 369-2753
Long Beach HRD Center – 1313 Pine Ave. (90813), 437-0171
Los Angeles – 1400 S. Hill St. (90015), 744-2121
East Los Angeles Service Center – 929 N. Bonnie Beach Pl. (90063), 264-5100
East Los Angeles WIN – 944 S. Indiana St. (90023), 268-7266
East Los Angeles YOC – 3427 E. Olympic Blvd. (90023), 744-2102
South Central Los Angeles Service Center – 10925 S. Central Ave. (90059), 567-1151
Los Angeles Casual Labor – 305 E. Sixteenth St. (90015), 744-2121
Los Angeles Central HRD – 161 W. Venice Blvd. (90015), 744-2121
Los Angeles Professional – 3223 W. Sixth St., 8th floor (90005), 744-2121
Marysville – 1204 E St. (95901), 743-1561
Merced – 1205 W. Eighteenth St. (95340), 722-8025
Modesto – 629 Twelfth St. (95353), 524-7921
Monterey – 480 Webster St. (93940), 373-0143
North Hollywood – 5271 Bakman Ave. (91601), 766-4301
Norwalk – 12715 S. Pioneer Blvd. (90650), 868-3713
Oakland – 235 Twelfth St. (94607), 464-0764
Oakland: East Oakland HRD Center – 8924 Holly St. (94621), 638-3001
Oakland Central YOC – 301 Thirteenth St. (94612), 464-0944
Oakland-Fruitvale HRD Center – 1470 Fruitvale Ave. (94601), 536-9689
Oceanside – 141 Canyon Dr. (92054), 757-1281
Ontario – 1000 W. Fourth St. (91762), 986-3811
Orange County HRD Center – 1140 S. Bristol St., Santa Ana (92704), 543-0111
Oroville – 2348 Baldwin Ave. (95965), 533-1535
Pacoima WIN – 8727 Van Nuys Blvd. (91331), 892-8691
Palo Alto – 449-453 Sherman Ave. (94306), 326-6590
Pasadena HRD Center – 445 E. Green St. (91109), 449-1213
Pittsburg – 1150 Harbor St. (94565), 439-9186
Pomona – 150 E. Arrow Hwy. (91767), 593-4901
Porterville – 64 E. Putnam (93257), 784-2740
Redding – 1325 Pine St. (96001), 243-1652
Richmond – 344 Twenty-first St. (94801), 234-5351
Richmond Service Center – 217 Tenth St. (94801), 237-5500
Riverside – 3460 Orange St. (92501), 683-7560
Sacramento HRD Center – 1303 Seventh St. (95814), 444-6252
Sacramento YOC – 3211 S St. (95816), 452-6141
Salinas – 342 Front St. (93903), 422-4731
San Bernardino HRD Center – 480 Mountain View Ave. (92401), 889-8341
San Diego – 1354 Front St. (92101), 234-4341
San Diego Service Center – 4235 National Ave. (92113), 262-0841
San Diego YOC – 1025 Twelfth Ave. (92101), 234-4341
San Fernando Valley HRD – 11035 San Fernando Road, Pacoima (91331), 896-8111
San Francisco Bayview-Hunters Point HRD Center – 1562 McKinnon Ave. (94124), 647-8818
San Francisco Casual Labor – 371 Hayes St. (94102), 557-1239
San Francisco Central YOC – 1748 Market St. (94102), 557-3015
San Francisco Chinatown-North Beach HRD Center – 661 Commercial St. (94111), 433-0575
San Francisco Industrial and Service Center – 1449 Mission St. (94103), 557-2983
San Francisco Mission HRD Center – 3221 Twenty-second St. (94110), 826-5151
San Francisco Professional and Commercial – 134 California St. (94111), 557-2976
San Francisco Service Center – 1425 Turk St. (94115), 557-1744
San Jose – 297 W. Hedding St. (95110), 287-7505
San Jose: East San Jose HRD Center – 1660 E. Santa Clara St. (95116), 287-7505
San Jose Central YOC – 970 W. Julian St. (95126), 297-7822
San Luis Obispo – 817 Palm St. (93401), 534-5300
San Mateo – 3520 El Camino Real (94403), 341-6111
San Rafael – 805 E St. (94901), 454-0355
Santa Ana – 2823 S. Bristol (92704), 546-0540
Santa Barbara – 130 E. Ortega (93101), 965-7063
Santa Cruz – 420 May Ave. (95060), 423-5475
Santa Maria – 712 E. Chapel St. (93454), 925-8686
Santa Monica – 828 Broadway (90401), 451-9811
Santa Rosa – 620 Healdsburg Ave. (95401), 545-1250
Stockton HRD Center – 135 W. Fremont St. (95202), 465-0271
Torrance – 1016 Sartori Ave. (90501), 328-2611
Vallejo HRD Center – 1440 Marin (94590), 643-1051
Van Nuys – 14404 Sherman Way (91405), 782-1350
Venice Service Center – 324 S. Lincoln Blvd. (90291), 392-4811
Ventura – 1960 N. C St., Oxnard (93030), 485-7985
Visalia – 321 S. Bridge (93277), 734-7411
West Covina – 933 S. Glendora Ave. (91790), 962-7011
Whittier – 7240 S. Greenleaf Ave., 945-1011

Directory of Local California Committees for Employment of the Handicapped[4]

Alameda County Committee for Employment of the Handicapped
Centinela Valley Committee on Employment of the Handicapped
Culver City Mayor's Committee for Employment of the Handicapped
East San Gabriel Valley Employ the Handicapped Committee
Foothill Committee for Employment of the Handicapped
Glendale Mayor's Committee for Employment of the Handicapped
Hollywood-Beverly Hills-Wilshire Employ the Handicapped Committee
Hondo Committee on Employment for the Handicapped
Long Beach Committee on Employment of the Handicapped
Los Angeles County Coordinating Council on Employment for the Handicapped
Los Angeles Mayor's Committee on Employment for the Handicapped
Orange County Committee for the Employment of the Handicapped
Pasadena Mayor's Committee on Employment of the Handicapped
Riverside Employ the Handicapped Committee
Sacramento Mayor's Committee on Architectural Barriers
Salinas Valley Employ the Handicapped Committee
San Bernardino Mayor's Committee for Employment of the Handicapped
San Diego Committee on Employment of the Handicapped
San Fernando Valley Committee for Employment of the Handicapped
San Francisco Mayor's Employ the Handicapped Committee
San Jose Area for Employ the Handicapped Committee
San Mateo County Chapter, National Rehabilitation Association – Employment Committee
Santa Cruz County Community Council – Rehabilitation Committee
Santa Monica Bay Area Committee for Employment of the Handicapped
Sonoma County Committee for Employ the Handicapped
South Bay Mayor's Committee for Employment of the Handicapped
Veterans Employment Committee – Employ the Handicapped Committee, Southeast District
Whittier Committee on Employment of the Handicapped (inactive)

[4]The entries in this list were current as of June 1, 1970. For specific location data or other information concerning any of these committees, write to the Executive Secretary, Governor's Committee for Employment of the Handicapped, 800 Capitol Mall, Sacramento, Calif. 95814.

California Locations of Civitan International Service Clubs[5]

Alhambra
Arcadia
Azusa
Bakersfield
Burbank
Corona-Norco (joint chapter)
Costa Mesa (see Orange Coast Club)
Del Monte
Galt
Garden Grove
Gardena
Glendale
Glendora
Inglewood
Lafayette
Lodi
Lomita Harbor
Long Beach
Long Beach (the *Queen Mary*)
Los Angeles
Modesto
Monrovia-Duarte (joint chapter)
Mountain View-Los Altos-Sunnyvale (joint chapter)
Orange
Orange Coast Club at Costa Mesa
Palos Verdes Peninsula (area)
Pasadena
Pasadena (at the Rose Bowl)
Riverside
Sacramento
San Bernardino
San Diego
San Francisco
San Gabriel
San Jose
San Pedro
Santa Fe Springs
Stockton
Torrance
West Valley
Wilmington

[5]This list indicates the names of cities, towns, and multiple-community areas where Civitan Clubs may be found in California.

APPENDIX F

INFORMATION AND INSTRUCTIONS ON STUDENT PLACEMENT INVOLVING SPECIAL MINIMUM WAGES

If any mentally retarded minor in a work-study program is to be placed in a business or industry at a wage less than the standard legal minimum, certain procedures need to be followed by the teacher, the coordinator, or whoever else is responsible for student placement within this program. This appendix contains relevant information and instructions. (Also see Part VIII of the handbook.) Further information is available from the San Francisco office of the Division of Industrial Welfare, California State Department of Industrial Relations, and from the Division's branch offices listed in Appendix E.

Legal Authority for Special Minimum Wage Permit[1]

Legal authority for the issuance of special minimum wage permits in behalf of handicapped minors is provided by state law and state regulations.

California Labor Code

Section 1191 of the California Labor Code states the following:

> For any occupation in which a minimum wage has been established, the commission may issue to a woman who is mentally or physically handicapped, or both, or to a minor so handicapped, a special license authorizing the employment of the licensee for a period not to exceed one year from date of issue, at a wage less than the legal minimum wage. The commission shall fix a special minimum wage for the licensee. Such license may be renewed on a yearly basis.

Orders of the California Industrial Welfare Commission

Section 6 of the Orders of the California Industrial Welfare Commission states the following:

> A permit may be issued by the Commission authorizing employment of a woman or minor whose earning capacity is impaired by advanced age, physical disability, or mental deficiency, at less than the minimum wage herein provided. Such permits shall be granted only upon joint application of employer and employee.

Information and Procedures for Cooperating Personnel

The following requirements and responsibilities are necessary for job placement that entails less than a minimum wage:

Application for Special Minimum Wage Permit

The district person who has responsibility for job placement must see to it that the "Application for Permit – Special Minimum Wage for Handicapped Worker" (DIW Form 19), in use by the Division of Industrial Welfare, California State Department of Industrial Relations, is correctly filled out and properly submitted. These points are essential:

1. This application (DIW Form 19) may be filed with any office of the Division of Industrial Welfare, California State Department of Industrial Relations. (See list of offices in Appendix E.)
2. This application must be submitted on the form provided (DIW Form 19) and must contain answers to all questions on the form.
3. Application forms can be secured from any Division of Industrial Welfare office. (See list of offices in Appendix E.)
4. Change or renewal of permit can be accomplished by submitting a new application.
5. The application must be submitted as a complete set of one original and three copies.

Criteria for Use by Teachers (Or Other District Personnel)

In taking steps to secure permits for special minimum wages, teachers of educable mentally retarded minors (or other district-designated per-

[1]The word "commission" in the two quotations under this heading means the California Industrial Welfare Commission.

sonnel) should answer the following questions in order to determine whether or not basic criteria are met:

1. Are the individual handicapped workers in the company under consideration being paid wages proportionate with those paid to nonhandicapped workers in the same firm for essentially the same type, quality, and quantity of work?
2. In the company under consideration, what wages are paid to nonhandicapped employees who are engaged in work comparable to that performed by the mentally retarded minor in the same place of business?
3. To what extent is the handicapped worker or learner inexperienced? How greatly would his performance differ from that of nonhandicapped workers doing the same kind of work in a given job situation?
4. Is the wage justified by the degree of handicap?
5. Has a sequential plan of progress been established so that the handicapped minor can eventually achieve the minimum wage level? (The program should not perpetuate substandard wage levels.)

Issuance of the Special Permit

If it is determined that the requirements of applicability are satisfied upon due consideration of the criteria, the Division of Industrial Welfare may issue the "Special Minimum Wage Permit" (DIW Form 20). A copy of this permit will be sent to the employer.

In instances of dual state and federal coverage, the Division of Industrial Welfare will coordinate the processing. In cases of federal coverage only, the Division will also assist.

Terms and Conditions of Permission

The terms and conditions to be upheld during the life of the permit for a special minimum wage include the following:

1. A special permit shall specify the terms and conditions under which it is granted.
2. Special permits shall be effective for a period to be designated by the Division of Industrial Welfare. Handicapped workers may be paid wages lower than the statutory minimum only during the effective period of time covered by a special permit, such period not to exceed one year.
3. The rates of wages paid to handicapped employees working at certain rates of time shall be proportionate to the rates of wages paid to nonhandicapped employees in the same company for essentially the same type, quality, and quantity of work. This company shall maintain approved labor standards in accordance with applicable laws.
4. The wage rates paid to handicapped employees working at piece rates shall not be lower than piece-rate wages paid to nonhandicapped employees doing the same work in the same business; but remuneration for piecework done by any handicapped worker may not yield less than 50 percent of the minimum wage.
5. All provisions and regulations for premium pay[2] must apply to educable mentally retarded workers.

School District and State Agency Responsibilities

Main responsibilities of school district personnel and agency personnel at the state level in the matter of special permits include the following:

1. *Teacher's Responsibility*
   a. Before initiating the application for a special minimum wage permit, the teacher (or other district-designated person) should plan the work-station program (1) through all intermediate steps up to establishment of the wage rate; (2) for the duration of the permit; and (3) for any incremental increases during the period for which the permit is granted.
   b. The sequential plan of progress should anticipate the educable mentally retarded enrollee's training and performance and should establish a progressive wage-rate structure, so that the wage will equal or exceed the statutory minimum in the shortest possible period of time.
   c. Permits may be issued for shorter terms, but it is the teacher's (or coordinator's) responsibility to establish a plan in each case.
2. *Division of Industrial Welfare's Responsibility*
   a. The application is reviewed by Division personnel.
   b. Issuance of the permit for a special minimum wage is approved or disapproved by the Division.
   c. Permits may be issued by the Division for shorter terms. (It is the teacher's or coordinator's responsibility, however, to establish a plan in each case.)
   d. The Division may require justification of the wage rate requested.
   e. In instances of dual federal and state coverage or singular federal coverage, the Division will coordinate the processing.

Preparation of the Application

The "Application for Permit – Special Minimum Wage for Handicapped Minors" (DIW Form 19) must be filled out carefully, completely, and

[2]"Premium pay" means payment for overtime work at the rate of "time and a half"; i.e., at a rate of pay equal to one and one-half times the regular hourly wage.

accurately by the special education teacher, the work-study coordinator, or other district person having responsibility for student placement.

First, the Industrial Welfare Commission Order number, which is to be inserted in the space provided at the top right of the form, should correspond to the business or type of operations of the employing firm. If the order number selected is in error, or if there is some doubt as to the appropriateness of the number, the Division of Industrial Welfare will make the correction or determine the appropriate number.

Next, the name, address, and telephone number for both firm and student worker are to be stated on the lines provided. This information must be exact and complete.

The numbered comments that follow relate to the items correspondingly numbered on the form:

1. The type of business should be accurately described. What product or service is supplied? What type of industry is involved? The student's age and date of birth should be entered at the right.
2. The nature of the occupation in which the worker is to be employed should be specified. Job title and duties should be indicated.
3. If the work is to be performed at a location other than the one listed at the upper left of the form, the exact address of the actual work premises must be entered here.
4. Nature of handicap: Only the initials EMR (educable mentally retarded) are required for this entry, unless further information on the case is deemed necessary or desirable. (The teacher will have evaluated the handicap involved and will have determined that the enrollee's earning capacity is impaired due to his handicap.)
5. Certification by placement agency: The agency's name and address must be complete. The name and title of the special education teacher (or other district person) who acts as the certifying officer must be complete.
6. Proposed hours and pay: This item must be completed in detail. If the employee is to be paid piece rates and if the piece rates vary because they involve more than one operation, each rate and each corresponding operation must be enumerated. The period of time for which the proposed hours and pay are requested should be included in this section. Any plan for incremental increases needs to be set forth in this section.
7. Previous rate: If this application involves a *renewal,* the previous rate must be entered here.

The application must be signed and dated both by the student worker and by the employer after all parts have been completed.

The teacher must check one of the two boxes provided to show whether this application is for a new permit or for a renewal.

The form must be submitted as a complete set of *one original and three copies.*

(Two official forms follow.)

ADMINISTRATIVE OFFICE
P. O. Box 603
455 GOLDEN GATE AVE.
SAN FRANCISCO 94102

STATE OF CALIFORNIA
HUMAN RELATIONS AGENCY
DEPARTMENT OF INDUSTRIAL RELATIONS
DIVISION OF INDUSTRIAL WELFARE

Return Application To:
101

APPLICATION FOR PERMIT—SPECIAL MINIMUM WAGE FOR HANDICAPPED WORKER

Application is hereby made for a permit to pay a special minimum wage to the worker joining in this application under provisions of Section 1191 of the Labor Code and Section 6 of the Industrial Welfare Commission Order Number.....

Name of Firm

Street and Number

City Zip Code Telephone

Name of Worker

Street and Number

City Zip Code Telephone

1. Type of Business..... Age.....
2. Occupation in which worker to be employed.....
3. Location of place of work if other than listed above.....
4. Nature of handicap which impairs applicant's earning capacity (attach medical report or obtain certification from placement agency)

.....

.....

(For additional space use reverse side of this form)

5. Certification by placement agency: The above worker was placed by the undersigned agency which certifies that the worker is handicapped as stated.

Agency..... .....
Signature and Title of Certifying Officer

6. Proposed hours and pay: $..... per..... for..... Hours per day, ... days per week,
Hour, day, week, month

plus.....
(specify meals, lodging, and other items)

7. If a Renewal, Previous Rate.....

I have read this application and ask that the requested permit be issued.

Signature of Worker Date

Signature of Employer Title

☐ New ☐ Renewal

Date

DO NOT WRITE BELOW THIS LINE

AGENT'S REPORT AND RECOMMENDATION

Supplemental information on nature of handicap (be specific and descriptive—use reverse side of form for additional space).

.....

.....

.....

Agent's Recommendation ( ) Permit be issued as per application

( ) Issue per application with following changes:

.....

( ) Permit be denied for reasons on reverse hereof

Agent's Signature Date

Supervisor's Recommendation..... Chief's Approval.....
Date

Return Original and Two Copies to Division

ADMINISTRATIVE OFFICE
SAN FRANCISCO
455 GOLDEN GATE AVENUE

DISTRICT OFFICES:
BAKERSFIELD
EL CENTRO
EUREKA
FRESNO
INGLEWOOD
LONG BEACH
LOS ANGELES

STATE OF CALIFORNIA
DEPARTMENT OF INDUSTRIAL RELATIONS
DIVISION OF INDUSTRIAL WELFARE

OAKLAND
REDDING
SACRAMENTO
SAN BERNARDINO
SAN DIEGO
SAN JOSE
SANTA ANA
SANTA BARBARA
SANTA ROSA
STOCKTON
VAN NUYS

SPECIAL MINIMUM WAGE PERMIT

Pursuant to Section 1191, California Labor Code, and Section 6 of Industrial Welfare Commission Order_____, _____ is hereby
Employer Address
authorized to employ_____ at the special minimum
Name of woman
wage of_____ per_____ plus_____ for not more than_____ hours per day and_____ days
Room, Board, Other
per week.

All other provisions of Industrial Welfare Commission Order_____ shall be observed.

Permit Number_____ Date Issued_____ Void After_____

[SIGNED]_____
Chief, Division of Industrial Welfare

Employer's copy—White
Worker's copy—Pink
Office copy—Blue
Office copy—Blue

DIW FORM 20 (REV. 4-60)

27832-501 12-68 5M QUAD ⓑ OSP

APPENDIX G

GRAPHIC ILLUSTRATIONS OF JOB-SIMULATION CENTERS AND SKILL TRAINING

Appendix G serves as a supplement to Part VI of this handbook, "Job-Simulation Centers and Areas of Skill Training." The concept of job-simulation centers and training in specific job skills for educable mentally retarded minors was discussed in Part VI of this handbook, and the components of skill training related to office work – one of seven general occupational areas under consideration – were examined. Job-simulation centers corresponding to six additional occupational areas, together with skill components for specific jobs in each area, are illustrated in the pages that follow.

Figure G-1. The Occupational Area of HOMEMAKING

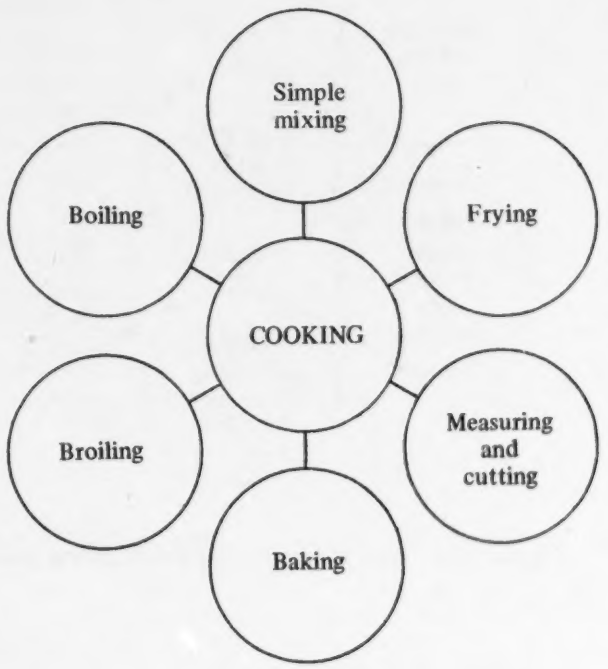

Figure G-2. Skill Components for Cooking

Figure G-3. Skill Components for Sweeping

WASHING AND IRONING
Pressing and ironing (by hand)
Washing the laundry (by machine)
Mending or repair-ing clothes (by hand)
Folding or hanging clothes and laundry
Pressing and ironing (by machine)
Operating clothes drier

Figure G-4. Skill Components for Washing and Ironing

MAKING BEDS
Putting on mattress pad
Spreading bottom sheet
Putting on top sheet and tucking in
Placing blanket 10 in. from head of bed
Placing spread on bed even on both sides
Pulling spread over pillows, tucking in crease

Figure G-5. Skill Components for Making Beds

Figure G-6. Skill Components for Sewing

Figure G-7. Skill Components for Home Management

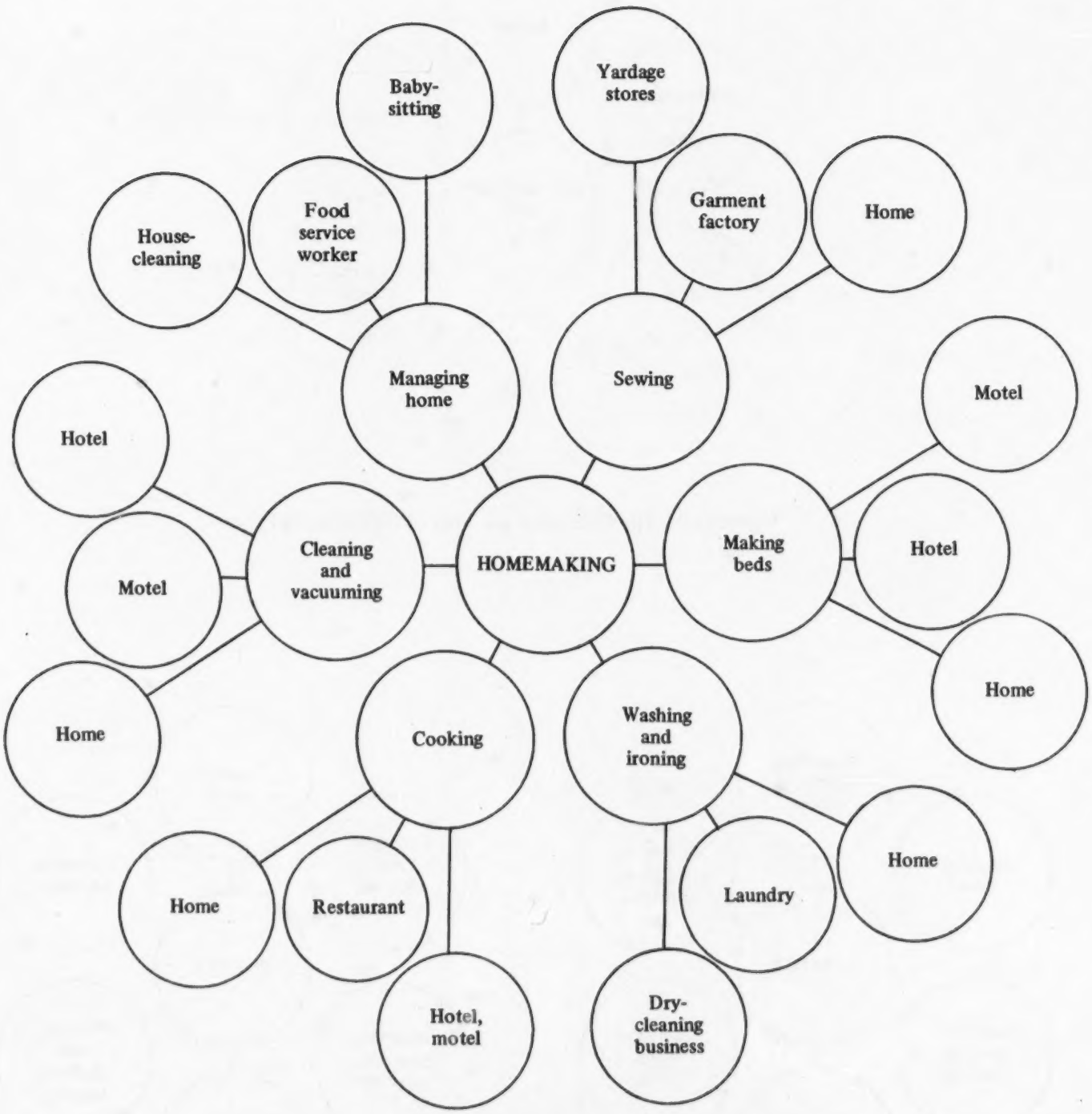

Figure G-8. The End Goal: Community Homemaking Jobs

Figure G-9. The Occupational Area of HOUSEKEEPING

Figure G-10. Skill Components for Janitor

Figure G-11. Skill Components for Porter

Figure G-12. Skill Components for Watchman

Figure G-13. Skill Components for Maid

Figure G-14. Skill Components for Housekeeping Helper

Arranging equipment and furniture
Carrying equipment and supplies
Painting with brush and spray gun
MAINTE-NANCE HELPER
Picking up trash
Making repairs as necessary
Clean-ing pools and filtra-tion systems

Figure G-15. Skill Components for Maintenance Helper

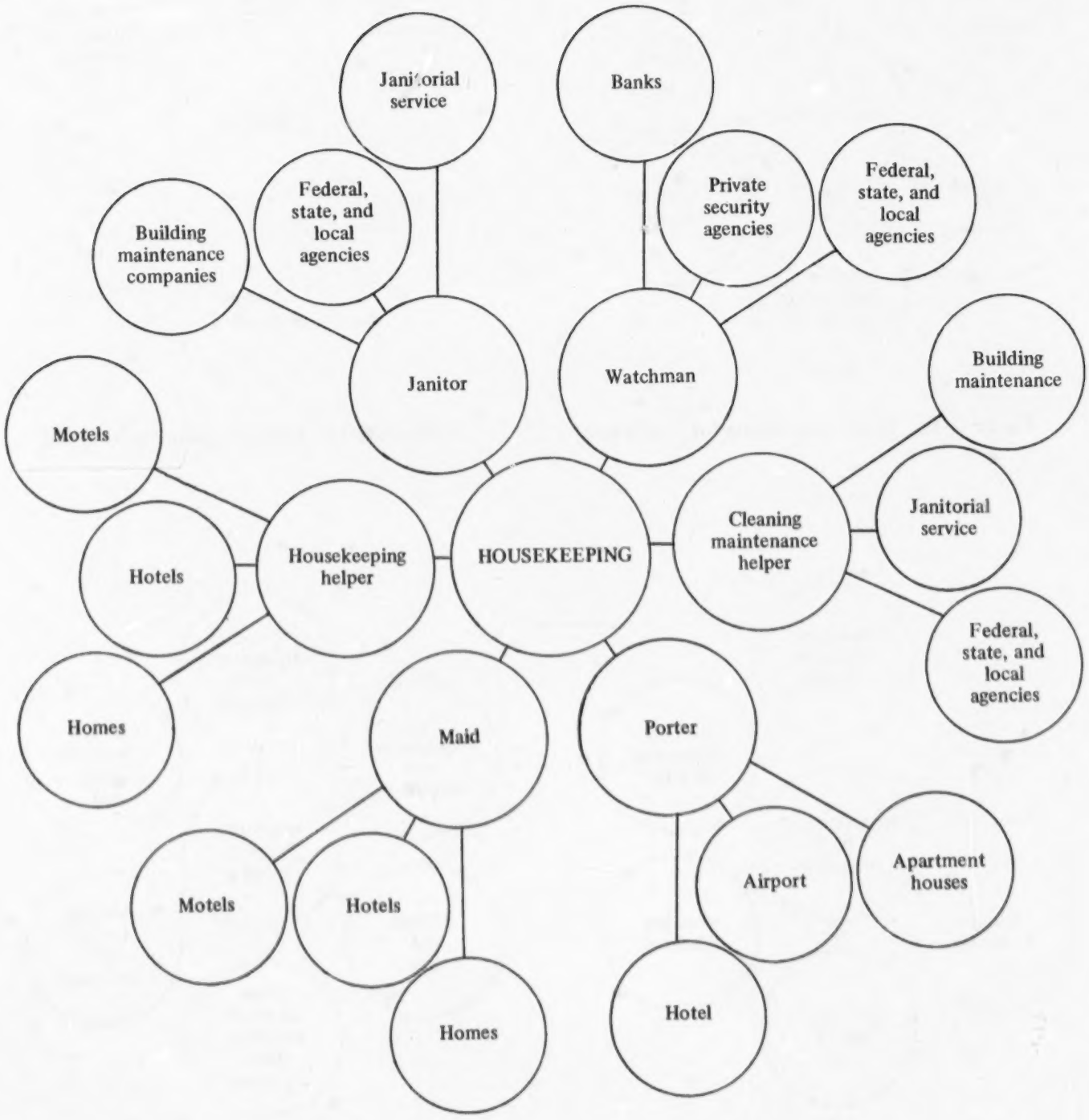

Figure G-16. The End Goal: Community Housekeeping Jobs

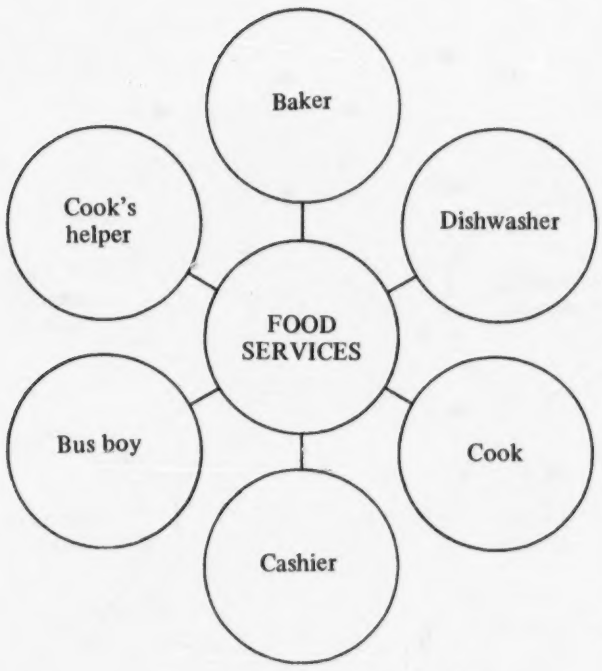

Figure G-17. The Occupational Area of FOOD SERVICES

Scraping dishes, trays, and pans
Washing dishes, silver, and pans (by hand)
Washing dishes, silver, pans (by machine)
DISHWASHER
Storing or shelving dishes, cooking utensils
Clearing dishes from table, cart, and tray
Polishing and burnishing silver, wrapping silver

Figure G-18. Skill Components for Dishwasher

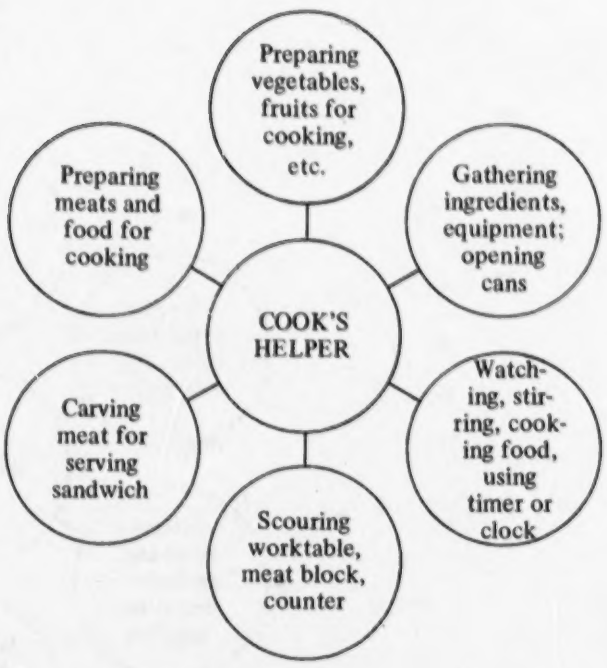
Preparing vegetables, fruits for cooking, etc.
Preparing meats and food for cooking
Gathering ingredients, equipment; opening cans
COOK'S HELPER
Carving meat for serving sandwich
Watching, stirring, cooking food, using timer or clock
Scouring worktable, meat block, counter

Figure G-19. Skill Components for Cook's Helper

Figure G-20. Skill Components for Cashier

Figure G-21. Skill Components for Baker

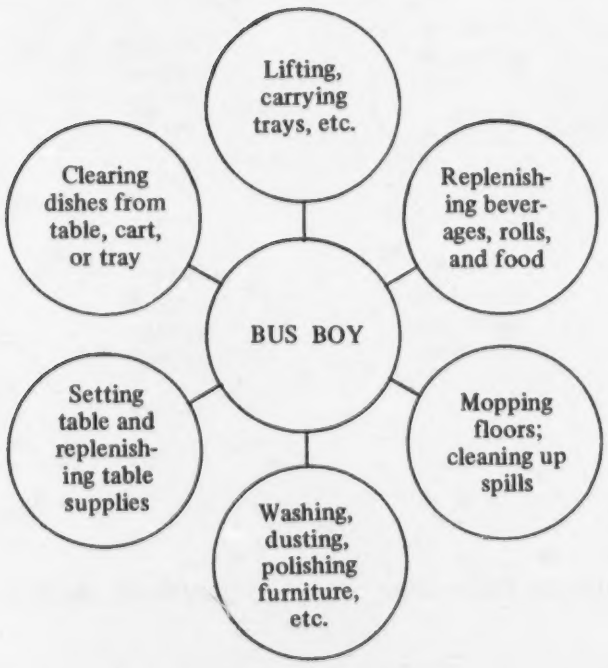
Lifting, carrying trays, etc.
Clearing dishes from table, cart, or tray
Replenishing beverages, rolls, and food
BUS BOY
Setting table and replenishing table supplies
Mopping floors; cleaning up spills
Washing, dusting, polishing furniture, etc.

Figure G-22. Skill Components for Bus Boy

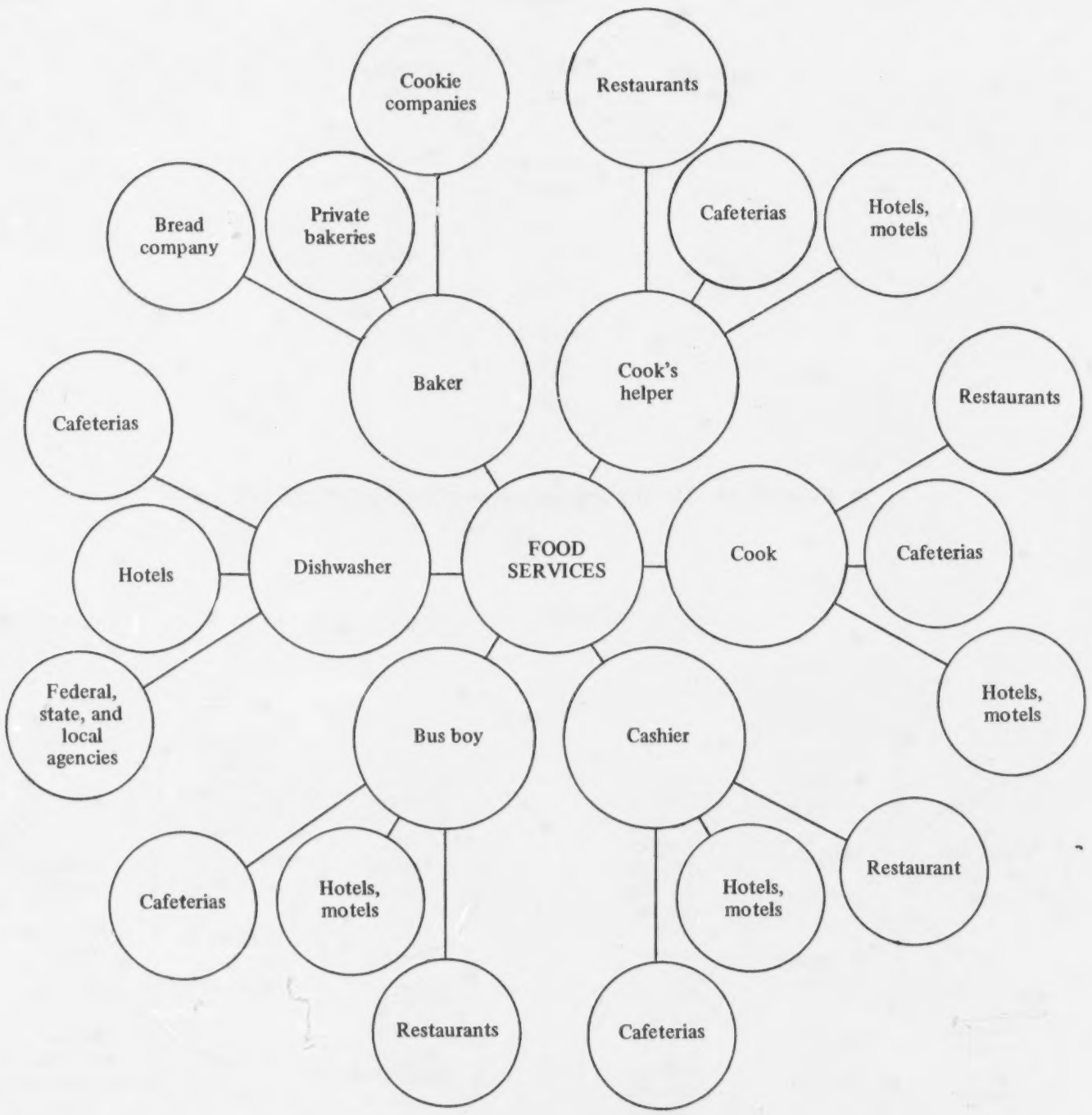

Figure G-23. The End Goal: Community Jobs in Food Services

Figure G-24. The Occupational Area of BUILDING TRADES

Figure G-25. Skill Components for Laundry Helper

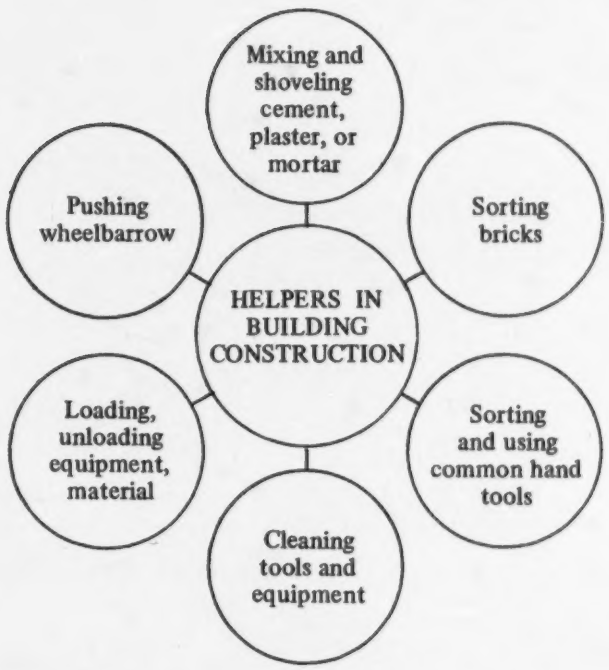
Mixing and shoveling cement, plaster, or mortar
Pushing wheelbarrow
Sorting bricks
HELPERS IN BUILDING CONSTRUCTION
Loading, unloading equipment, material
Sorting and using common hand tools
Cleaning tools and equipment

Figure G-26. Skill Components for Helpers in Building Construction

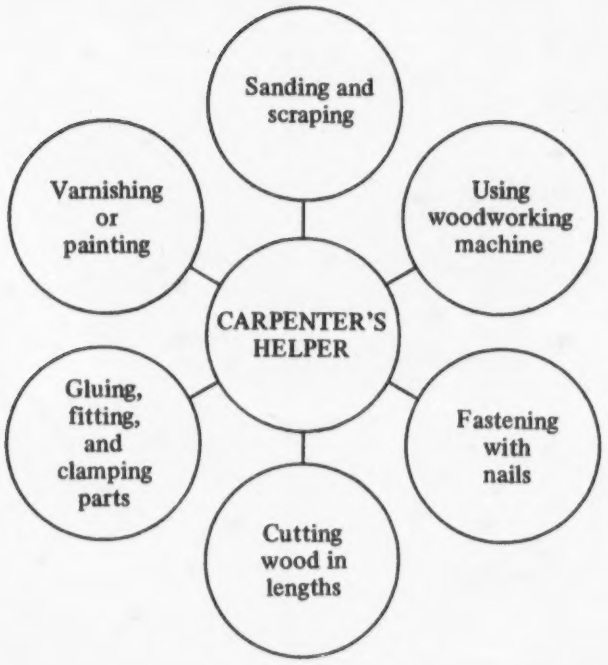

Figure G-27. Skill Components for Carpenter's Helper

Figure G-28. Skill Components for Painter's Helper

Figure G-29. Skill Components for Rug Cleaner

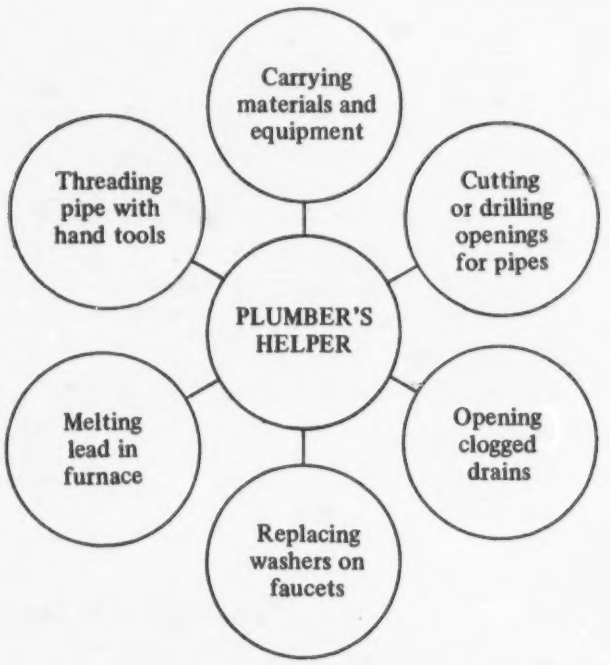
Carrying materials and equipment
Threading pipe with hand tools
Cutting or drilling openings for pipes
PLUMBER'S HELPER
Melting lead in furnace
Opening clogged drains
Replacing washers on faucets

Figure G-30. Skill Components for Plumber's Helper

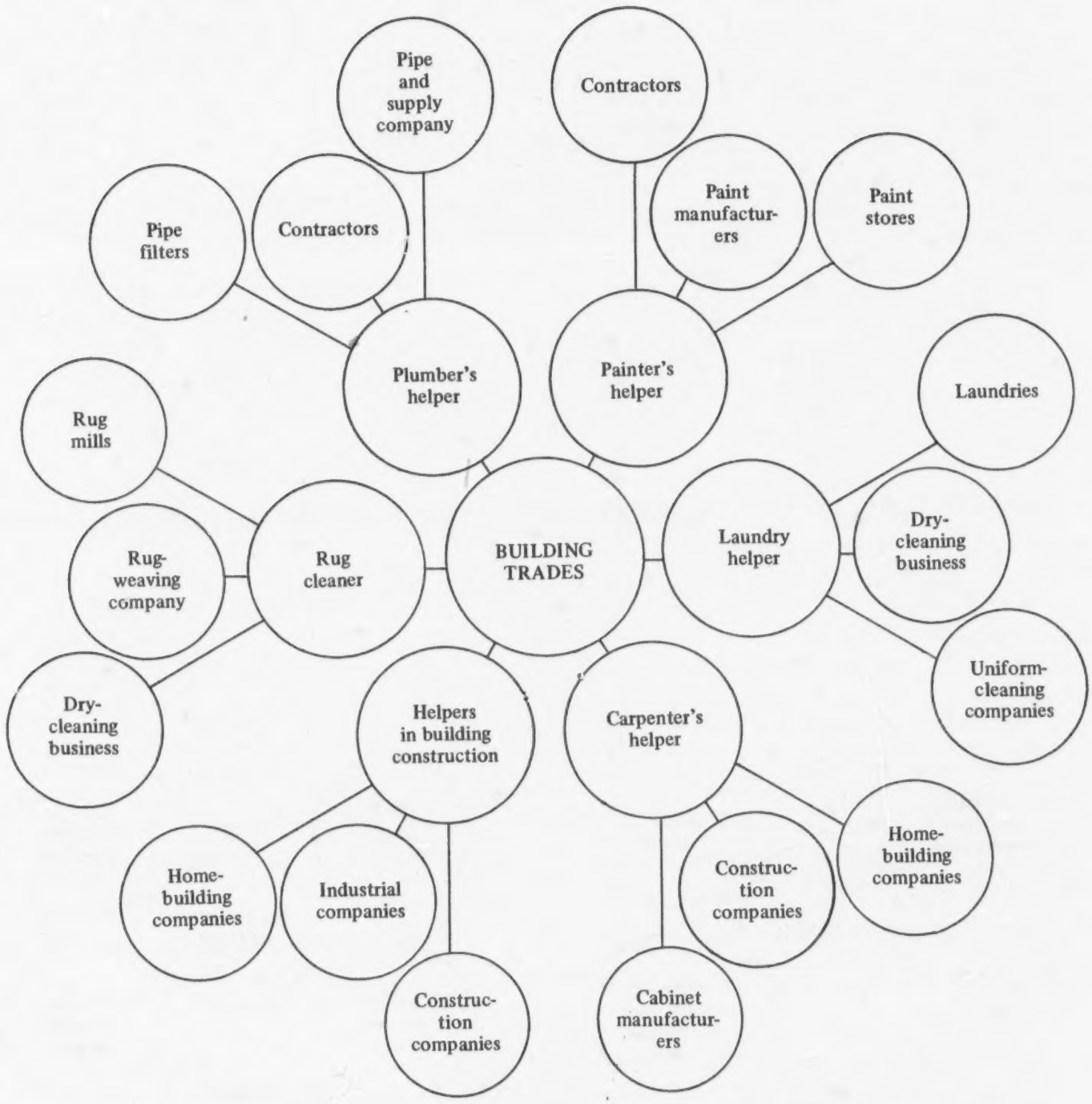

Figure G-31. The End Goal: Community Jobs in Building Trades

Figure G-32. The Occupational Area of AUTO SKILLS

Figure G-33. Skill Components for Helper, Parking Garage

Figure G-34. Skill Components for Helper, Service Station

Figure G-35. Skill Components for Helper, Car Wash

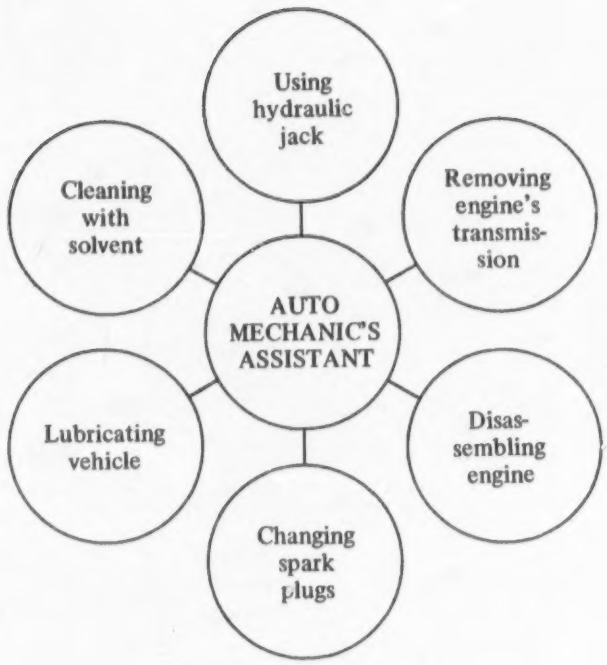

Figure G-36. Skill Components for Auto Mechanic's Assistant

Figure G-37. Skill Components for Service Station Attendant

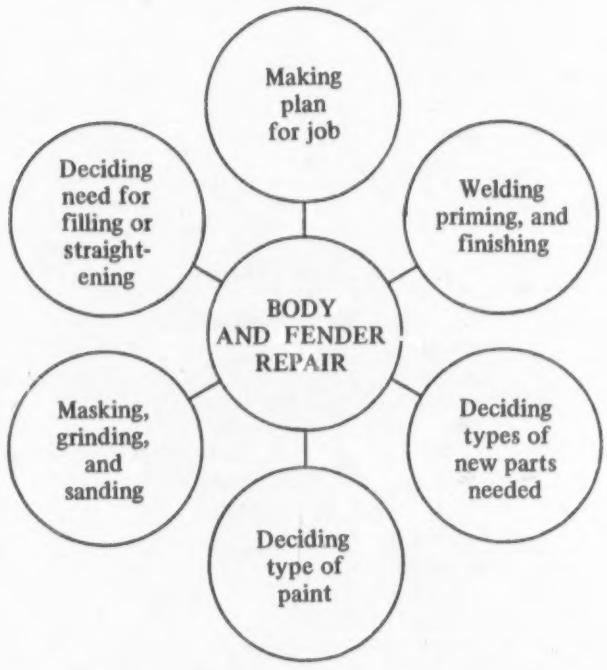
BODY AND FENDER REPAIR
Making plan for job
Welding priming, and finishing
Deciding types of new parts needed
Deciding type of paint
Masking, grinding, and sanding
Deciding need for filling or straightening

Figure G-38. Skill Components for Body and Fender Repair

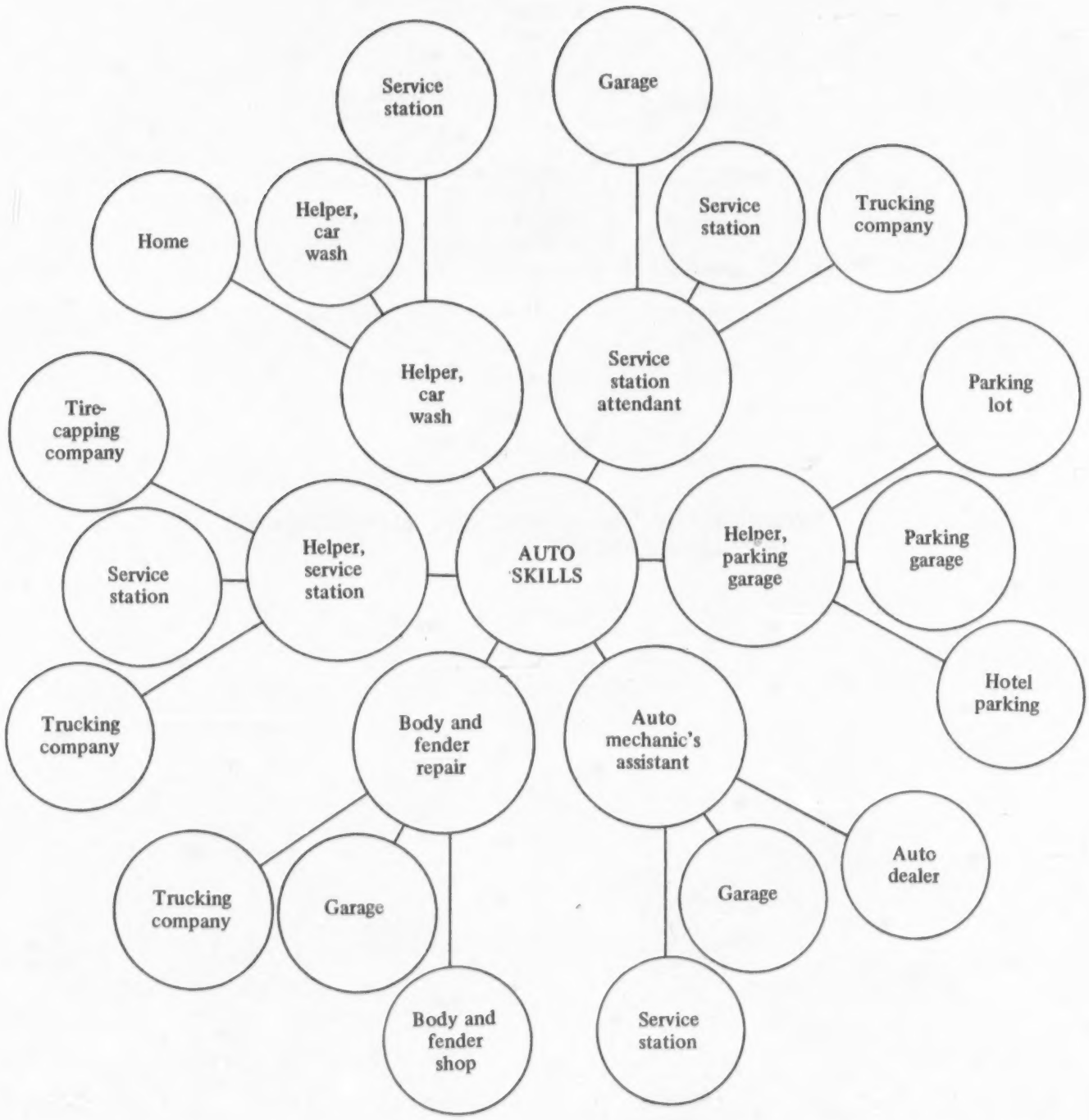

Figure G-39. The End Goal: Community Jobs in Auto Skills

Figure G-40. The Occupational Area of GARDENING AND NURSERY WORK

Figure G-41. Skill Components for Gardener

Figure G-42. Skill Components for Nursery Assistant

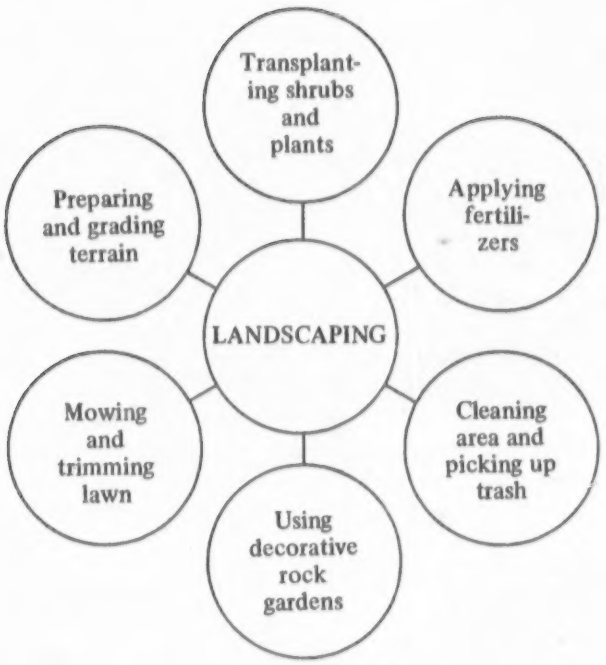

Figure G-43. Skill Components for Landscaping

NURSERYMAN
Selecting and purchasing seed, fertilizer
Having knowledge of plant germination
Selecting kinds and amounts of plants to grow
Fumigating plants to kill insect pests
Mixing soil with other materials
Knowing soil content

Figure G-44. Skill Components for Nurseryman

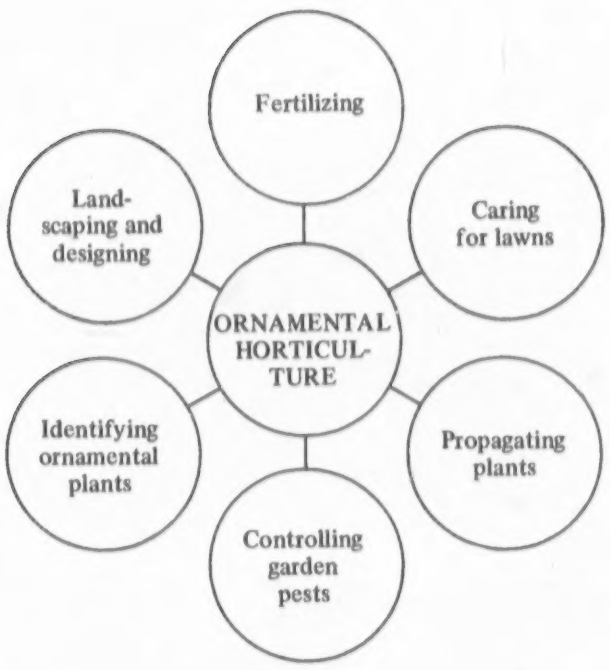

Figure G-45. Skill Components for Ornamental Horticulture

Figure G-46. Skill Components for Working in Greenhouse Operations

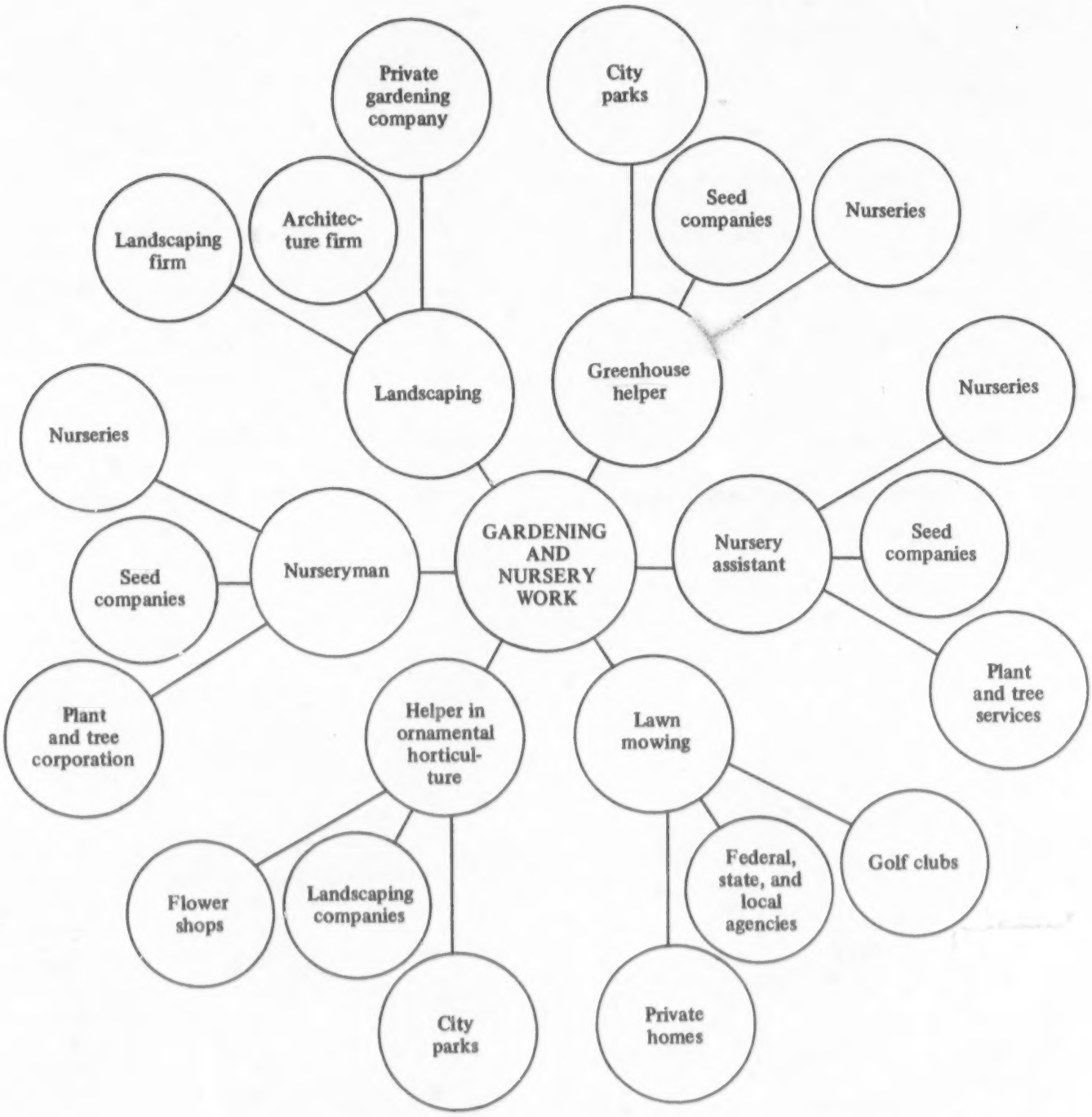

Figure G-47. The End Goal: Community Jobs in Gardening and Nursery Work

APPENDIX H

SCHOLARSHIP INFORMATION: HOW AND WHERE TO APPLY

Any person desiring to apply for a scholarship under the provisions of Public Law 85-926, as amended (program for the training of professional personnel in the education of handicapped children) should direct inquiries and requests for information and application forms to the proper state educational agency, or to the institution of higher education he wishes to attend. Final dates for receipt of applications are set by the state educational agency, or by the college or university, and are generally well in advance of the beginning date of education and training.

A directory is provided in this appendix to assist applicants in determining where to inquire about a scholarship.

The following code letters are used in this directory to identify specific scholarship-award fields of study and training at institutions of higher education:

MR – Mentally Retarded

D – Deaf

SH – Speech and Hearing Impaired

VH – Visually Handicapped

ED – Emotionally Disturbed

CR – Crippled

LD – Learning Disabilities

MH – Multiple Handicapped

IN – Interrelated

A – Administrators of Special Education

The types of scholarships available from California campuses are identified by code numbers used in conjunction with the award-area abbreviations. The numbers assigned – each one to a specific type of scholarship – are as follows:

1 – Junior year traineeship, academic year

2 – Senior year traineeship, academic year

3 – Master's fellowship, academic year

4 – Post-master's fellowship, academic year

5 – Summer session traineeship

6 – Special study institute

For example, a person wishing to identify institutions of higher education that offer senior-year traineeships in the award area of mental retardation should seek the code combination MR-2 in the directory.

Numerical codes enclosed in parentheses – e.g., "(4)" – indicate there is a reasonable likelihood that the types of scholarships represented by the codes will be offered as listed. However, at the time the directory was being prepared for inclusion in the handbook, the processing of these grants had not been completed by the United States Office of Education. It is recommended that applicants inquire about the types of scholarships indicated in parentheses as though final confirmation had been granted by the Office of Education.

No abbreviations or numerical codes are designated for the state educational agency. That agency has the authority to offer scholarships in any educational area relating to the handicapped, but for special reasons it may be unable to offer specific ones at certain times. Inquiries should be made directly to the California State Department of Education (see first entry in the directory) to ascertain what kinds of scholarships are available.

Directory for Scholarship Information

E. E. Black, Special Consultant
Scholarship and Special Institute Programs
Bureau of Educational Improvement for the Handicapped
Division of Special Education
CALIFORNIA STATE DEPARTMENT OF EDUCATION
Sacramento, Calif. 95814

Calvin C. Nelson, Director
Special Education
CALIFORNIA STATE COLLEGE, FULLERTON
Fullerton, Calif. 92631
MR-2, -3
ED-3

Glydon D. Riley, Assistant Professor
Speech Pathology
CALIFORNIA STATE COLLEGE, FULLERTON
Fullerton, Calif. 92631
SH-3

Alexander L. Britton, Coordinator
Special Education Programs
CALIFORNIA STATE COLLEGE, LONG BEACH
Long Beach, Calif. 90801
MR-1, -2, -3

Leo Goodman-Malamuth, Chairman
Speech Pathology Area
CALIFORNIA STATE COLLEGE, LONG BEACH
Long Beach, Caiif. 90801
SH-2, -3

Harry V. Wall, Chairman
Department of Special Education
CALIFORNIA STATE COLLEGE, LOS ANGELES
Los Angeles, Calif. 90032
MR-1, -2, -3 D-3
ED-4, (3) CR-2, -3, -5, (1)
LD-6 VH-(1, -2, -3)

Robert L. Douglas, Chairman
Department of Speech and Drama
CALIFORNIA STATE COLLEGE, LOS ANGELES
Los Angeles, Calif. 90032
SH-3

Sister Mary Paul, Director
Speech Program
COLLEGE OF THE HOLY NAMES
Oakland, Calif. 94619
SH-(2)

Leland E. Mach, Coordinator
Special Education
FRESNO STATE COLLEGE
Fresno, Calif. 93726
MR-(3)

Gus Plessas, Chairman
Special Education
SACRAMENTO STATE COLLEGE
Sacramento, Calif. 95819
MR-3

Arthur J. Mitchell, Chairman
Special Education
SAN DIEGO STATE COLLEGE
San Diego, Calif. 92115
MR-1, -2, -3

Sue Earnest, Professor
Speech and Hearing
SAN DIEGO STATE COLLEGE
San Diego, Calif. 92115
SH-3

Joseph S. Lerner, Chairman
Special Education
SAN FRANCISCO STATE COLLEGE
San Francisco, Calif. 94132
MR-1, -2, -3, -4 D-3
VH-3, -4, -5, -6 ED-3, (4)
CR-3, -5 MH-3, -6
LD-(3)

Mildred Crerar, Coordinator
Speech and Hearing
SAN FRANCISCO STATE COLLEGE
San Francisco, Calif. 94132
SH-2, -3

James R. MacPherson, Chairman
Special Education Department
SAN JOSE STATE COLLEGE
San Jose, Calif. 95114
MR-1, -2, -3

Ward Rasmus, Director
Speech and Hearing Center
SAN JOSE STATE COLLEGE
San Jose, Calif. 95114
SH-3

Robert Y. Fuchigami, Coordinator
Special Education
SONOMA STATE COLLEGE
Rohnert Park, Calif. 94928
MR-1, -2

Max C. Norton, Director
Communication Sciences
STANISLAUS STATE COLLEGE
Turlock, Calif. 95380
SH-2, -3

Frank Hewett, Chairman
Area of Special Education
UNIVERSITY OF CALIFORNIA, LOS ANGELES
Los Angeles, Calif. 90024
ED-4, (3)
LD-3

John C. Snidecor, Professor
Speech
UNIVERSITY OF CALIFORNIA, SANTA BARBARA
Santa Barbara, Calif. 93106
SH-3

Joe Glenn Coss, Chairman
Special Education
UNIVERSITY OF SOUTHERN CALIFORNIA
Los Angeles, Calif. 90007
D-3, -5 ED-3, -4
LD-3 MR-(3)

Victor P. Garwood, Chairman
Graduate Program in Communicative Disorders
UNIVERSITY OF SOUTHERN CALIFORNIA
Los Angeles, Calif. 90007
SH-2, -3, -4, (1)

APPENDIX I

TEST INSTRUMENTS AND INVENTORIES

The evaluation of vocational abilities should be a prerequisite to on-campus placement. Some selected tests can be used for aiding in this process. Before administering a test to educable mentally retarded minors, the students should be reasonably well prepared by having them engage in types of activities that are similar to those contained in the test.

The General Aptitude Test Battery

The General Aptitude Test Battery (GATB) was developed by the U.S. Training and Employment Service and is used by Employment Security Agencies throughout the United States for assisting persons in selecting suitable vocational goals. In any given state the GATB is administered only by the state public employment service or by a nonprofit organization to which this test is released by the appropriate state employment service. In California the latter is the State Department of Human Resources Development (DHRD).

It is possible for a local high school or a local school district to obtain a release to test at the school site or at the district office. Qualified persons who are to administer and/or interpret the test results must be trained by DHRD staff. Interested program personnel should communicate with the nearest DHRD office for further information.

Educators, counselors, and employment service personnel who arrange this kind of testing are primarily concerned with guiding the individual into suitable work. Appropriate to this end, the current form of the GATB uses eight pencil-paper and four apparatus tests to measure nine distinct factors, listed as follows:

G – *General reasoning ability* (a composite of tests entitled Vocabulary, Three-Dimensional Space, and Arithmetic Reasoning)

V – *Verbal aptitude* (vocabulary)

N – *Numerical aptitude* (computation, arithmetic reasoning)

S – *Spatial aptitude* (three-dimensional space)

P – *Form perception* (tool matching, form matching)

O – *Clerical perception* (name comparison)

K – *Motor coordination* (mark making)

F – *Finger dexterity* (assembling, disassembling)

M – *Manual dexterity* (placing, turning)

A Short Guide to the Selection of Employment Tests

Listings and brief discussions of tests that can be used for certain areas of employment follow.

Testing Applicants for Office Work and Other Kinds of Clerical Employment

Test instruments under this heading include:

Short Employment Tests
General Clerical Test
Typing Test for Business
Minnesota Clerical Test
Seashore-Bennett Stenographic Proficiency Test
Wesman Personnel Classification Test

The Short Employment Tests relate to clerical jobs at any entry level. The General Clerical Test is suggested for differential placement of applicants, for the upgrading of present employees, and for the placement of applicants in clerical jobs at a supervisory level. The flexible Typing Test for Business provides either a quick, effective screening or a more thorough evaluation of the skills of applicants for jobs with heavy typing loads. The Minnesota Clerical Test measures perceptual speed and accuracy; it is used usually in combination with a general mental ability test, such as the Wesman Personnel Classification Test.

Testing Applicants for Factory Work, Maintenance Jobs, and Apprenticeships

Instruments under this heading include:

Personnel Tests for Industry
Bennett Mechanical Comprehension Test
Revised Minnesota Paper Form Board Test
Dexterity Tests

The Personnel Tests for Industry (PTI) are designed to measure the verbal and numerical aspects of mental ability, as well as the ability to follow instructions. For jobs requiring mechanical ability, the PTI may be supplemented by tests of mechanical aptitude, such as the Bennett Mechanical Comprehension Test, and certain space-relations tests, such as the Revised Minnesota Paper Form Board. To the extent that an instrument measuring dexterity resembles or duplicates the movement or skill requirements of a job, a dexterity test sometimes proves an additional useful component of a test battery.

Testing Applicants from Disadvantaged Groups

Instruments and procedures under this heading include:

Fundamental Achievement Series
Speech-Appearance Record
Test-Orientation Procedure

The Fundamental Achievement Series, FAS-Verbal and FAS-Numerical, covering the ability range from basic literacy to a level somewhat above the eighth grade, are useful for placement in training programs as well as for selection of young workers who would demonstrate at least minimal competence in appropriate jobs. The Speech-Appearance Record, a structured interview procedure, provides a quick appraisal of the applicant's speech, appearance, and level of literacy. The Test-Orientation Procedure, with two sets of practice tests, helps inexperienced applicants to learn how to take employment tests without undue anxiety.

The San Francisco Vocational Competency Scale

The San Francisco Vocational Competency Scale is a 30-item behavior-rating instrument designed to assess important aspects of the vocational competence of mentally retarded adults – motor skills, cognition, dependability-responsibility, and social-emotional behavior. Observers record ratings in a four-page booklet; for each item, numerical ratings from 1 to 4 or 5 are summed to give a single total score. Having been standardized on mentally retarded adults in sheltered workshops, this comprehensive scale may be used in the evaluation and placement of similarly handicapped persons in training programs and work situations other than those of sheltered workshops.

Specifics:[1] One form. Age range: eighteen years and up. Norms and percentiles: for retarded males and females in workshops for the handicapped. Scoring: by hand.

Interest and Attitude Inventories

Listings and brief discussions of interest and attitude inventories that can be used in vocational exploration, guidance, preparation, and placement follow.

Brainard Occupational Preference Inventory

The Brainard Occupational Preference Inventory covers six broad occupational fields for each sex. Each counselee obtains scores in five of these fields: commercial, mechanical, professional, aesthetic, and scientific. Only boys answer the questions that yield an agricultural score, and only girls answer the questions for a personal service score.

This inventory requires a relatively low level of reading skill and may be used appropriately for the exploration of vocational interests in the early high school years as well as for the guidance of adults who have limited educational backgrounds or limited vocational possibilities.

Specifics: One form. Range: adolescents and adults. Norms and percentiles: for grades eight through twelve. Time: about 30 minutes, but no limit. Scoring: by hand.

Occupational Interest Survey

The Occupational Interest Survey measures occupational interest in terms of the *Dictionary of Occupational Titles.*[2] This vocational aid can be adapted for use with educable mentally retarded students.

Minnesota Vocational Interest Inventory

The Minnesota Vocational Interest Inventory is readily adaptable to administration by tape or

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[1]This kind of paragraph, supplying specific information about a particular test or inventory, will be provided elsewhere in this appendix with respect to other instruments.

[2]*Dictionary of Occupational Titles* (Third edition). Bureau of Employment Security. In two volumes. Washington, D.C.: U.S. Department of Labor, 1965. (In addition, two supplements: 1966 and 1968.)

orally by the examiner; the results of its use seem to be fairly accurate and do not differ much from those obtained from noneducable mentally retarded students.

This instrument is particularly appropriate for use with seventeen- and eighteen-year-old high school boys. It is an empirically keyed inventory (1) designed to measure the interest of men and boys in occupations most of which do not require college education; and (2) based on extensive research with civilians and with enlisted men in the United States Navy.

Scores on 21 occupational scales show the extent of similarity between the examinee's expressed interests and those of young men employed in different semiskilled and skilled occupations. Scores on nine area scales show the examinee's degree of liking for certain general kinds of work activities common to several occupations. The results are plotted on a profile sheet.

Specifics: Range: age fifteen to adult level. Norms and standards: scores for each occupational group and for tradesmen in general. Time: about 45 minutes, but untimed. Scoring: by hand or by way of special services.

Strong Vocational Interest Blanks

The Strong Vocational Interest Blanks (SVIB) comprise an inventory of interests and preferences intended to assist in predicting chances of success and satisfaction for youths and adults intended to assist in predicting chances of success and satisfaction for young adults and adults in a variety of occupations. The occupational scales are based on the responses of men and women actually working in the various occupations. The 1966 revision of the SVIB for Men (Form T399) includes new, updated items and several new occupational scales. In 1969 as many as 22 new homogeneous ("basic interest") scales and several new scoring checks ("administrative indices") became available from the scoring services, although not in the form of hand keys.

The 1969 revision of the SVIB for Women (Form TW398) similarly includes updated items and provides for 58 occupational scales; in addition, there are 19 "basic interest" scales and several "administrative indices" or scoring checks.

No hand-scoring keys are available except for the Men's Occupational Scales. Machine-scoring services must be used for all other scores.

The 1966 manual for the Strong Vocational Interest Blanks reports data for the occupational scales for the Men's Form T399. A 1969 supplement to the manual covers the 1969 Women's Form TW398, as well as the new "basic interest" scales and "administrative indices" for the Men's Form.

Specifics: Range: mature high school students, college students, and adults. Norms and standards: scores and letter rating for each occupational group and men (or women) in general. Time: about 30 to 45 minutes, but untimed. Scoring: by hand or by machine.

Kuder Preference Record

The Kuder Preference Record is an interest test that has been used with good success by having it taped for students. The Kuder instrument identifies ten clusters of occupational interests, a cluster being a group of items that have substantial correlations with one another. Such a group is said to be homogeneous; i.e., there is a common factor running through the items. The ten scores constituting the Kuder profile are the following: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical. Each item is in the "forced-choice" form. Three activities are listed for each item, for example:

1. Develop new varieties of flowers.
2. Conduct advertising campaign for florists.
3. Take telephone orders in a florist shop.

The individual taking the test is to select the activity he likes most and the one he likes least, and he leaves the third one unmarked. A person who chooses "1" as most liked receives credit under "Scientific and Artistic"; the choice of "2" scores as "Persuasive"; and the choice of "3" is counted as "Clerical."

The occupational interpretation is made usually by identifying the two highest scores in the profile and referring to a list of occupations for which those scores are believed or known to be relevant. According to the test manual, a "3-6" profile (i.e., one with highest score in categories 3, "Scientific," and 6, "Literary") suggests the occupations of author, editor, reporter, physician, surgeon, psychologist, and etymologist.

Manual Dexterity Tests

Tests that measure manual dexterity can be used to advantage in opening up certain occupational

possibilities to handicapped youth and young adults. Available tests include the following:

Bennett Hand-tool Dexterity Test

The Bennett Hand-tool Dexterity Test measures proficiency in the use of wrenches and screwdrivers. On the left-hand upright of the wooden frame are mounted four bolts, each of three sizes. The task is to take apart the 12 fastenings according to a prescribed sequence and to reassemble the nuts, washers, and bolts in the right-hand upright. When the frame is turned around, it is ready for the next candidate.

This type of manipulative test is readily accepted by applicants for mechanical work or mechanical training. It has been used extensively in industrial plants and is a valuable supplement to tests of mechanical comprehension and shop arithmetic.

Specifics: Range: adolescents and adults. Norms and percentiles: for industrial applicants. Time and scoring: 4 to 12 minutes; median, about 7 minutes; the time required is the score.

Crawford Small-parts Dexterity Test

The Crawford Small-parts Dexterity Test (CSPDT) is a performance instrument designed to measure fine eye-hand coordination. Part I measures dexterity in using tweezers to insert small pins in close-fitting holes in a plate and to place small collars over the protruding pins. Part II measures dexterity in placing small screws in threaded holes in a plate and screwing them down with a screwdriver until they drop through the plate into a metal dish below.

A feature of the test is that it is automatically disassembled. Lifting the metal plate frees the pins, collars, and screws so they can be easily returned to the three recesses in which they were located at the beginning of the test.

The CSPDT may be administered in either of two ways: In the usual work-limit method, the examinee completes the task, and the time required is his score. Using the time-limit procedure, several applicants may be tested at once and scored on the amount of work done.

Specifics: Range: adolescents and adults. Norms: work-limit method. Percentiles: for males and females separately for ten different groups – applicants, employees, students, electrical workers, electronic assembly workers, and others. Time-limit method: tentative norms only. Time and scoring: work-limit method – 9 to 25 minutes; the median is about 15 minutes; the score is the time required. Time-limit method: about 10 minutes; the score is the number of parts correctly placed.

Stromberg Dexterity Test

The Stromberg Dexterity Test measures rate of manipulation. The examinee is asked to discriminate and sort the biscuit-sized discs or blocks that are provided, as well as to move and place them as fast as possible. Precision in placement is a prerequisite for speed. Each of the blocks has to be moved differently from the way in which every other block is moved. The test concept here is not a matter of mere repetition of the same simple motion. Discrimination and placement are determined by color and by sequence.

Specifics: Range: adolescents and adults. Norms: The test manual reports data for foundry molders, general factory workers, punch-press applicants, assemblers and welders, trade school students, and others. Time and scoring: The overall time is 5 to 10 minutes; the score is the number of seconds required to complete two trials after practice.

Mechanical Comprehension Tests

The following tests are helpful in determining the degree or extent of an individual's mechanical comprehension:

Minnesota Rate of Manipulation –
Complete set, including test manual, record sheets, and tray

Minnesota Spatial Relations Test –
Complete set

Pennsylvania Bi-Manual Work Sample –
Complete set

The Ohwak-Kohs Tactile Block-Design Intelligence Test

Other Instruments

Other instruments that can be used in occupational orientation, motivation, pretraining, training, and placement include the following:

Cassel Group Level of Aspiration Test, Revised
House-Tree-Person (H-T-P) Projective Technique Set
Thematic Apperception Test Set (T-A-T), with cards and brief manual (H-LA); TAT: The Theory and Technique of Interpretation
Grayson Perceptualization Test Kit
Leiter International Performance Scale

APPENDIX J

FUNDING PROGRAMS

The kinds of funding programs that are in operation at the present time for the purpose of assisting in the education of handicapped children and youth, including the mentally retarded, are described briefly in this appendix.

Federal Provisions

The purposes, provisions, and funding of programs at the federal level are summarized as follows.

ESEA, Title VI-B[1]

General description. The program under this federal legislation is referred to as the ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (P.L. 89-10), AS AMENDED BY P.L. 89-750, TITLE VI, EDUCATION OF HANDICAPPED CHILDREN.

Purpose. The purpose of this program is to provide financial assistance to school districts and other agencies to initiate, expand, or improve special education programs and projects and related services for handicapped children at preschool, elementary, and high school levels through grade twelve. The assistance is to be "over and above" what is or can be provided with current resources. As defined by California law, handicapped children include the mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired children who by reason thereof require special education and related services.

Who may apply. Public school districts, offices of county superintendents of schools, the State Department of Education, and any combination thereof may apply.

Where to apply. Specific information concerning deadlines should be obtained from the Bureau of Program Planning and Development, Division of Instruction, California State Department of Education, 721 Capitol Mall, Sacramento, 95814.

ESEA, Title III[2]

General description. The program under this federal legislation is referred to as the ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (P.L. 89-10), TITLE III, SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES.

Purposes. The purpose of this program is to encourage school districts to develop imaginative solutions to educational problems; to utilize research findings more effectively; and to create, design, and make intelligent use of educational centers and services. Primary objectives are to put the latest knowledge about education into widespread practice, to create an awareness of new programs, and to promote service of high quality.

Who may apply. Public school districts and offices of county superintendents of schools may apply. Provisions do not include education beyond grade twelve.

Under recent federal legislation, at least 15 percent of annual allotments must be applied to the special educational needs of handicapped children.

The Vocational Education Act of 1968

The Vocational Education Act of 1968 (P.L. 90-576), which became effective on October 16,

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[1] *Manual of Information for Title VI-A of the Elementary and Secondary Education Act of 1965, as Amended.* Bureau of Educational Improvement for the Handicapped, Division of Special Education. Sacramento: California State Department of Education, 1970.

NOTE: In April, 1970, Title VI-A was amended by P.L. 91-230 to become Title VI-B.

[2] *A Manual for Applicants: Title III, Elementary and Secondary Education Act of 1965.* Projects to Advance Creativity in Education. Sacramento: California State Department of Education, November, 1969.

1968, replaced the George-Barden Act, the Vocational Education Act of 1963, and all provisions of the Smith-Hughes Act except its appropriation feature.

The new Act contains three titles, two of which may provide a further source of funds for applicable programs for handicapped minors.

1. Title I, Part B – disadvantaged, post-secondary, the handicapped. This part of the Act sets forth certain conditions and assigns a percentage of the annual allocation which must be expended to meet some of the needs for services as defined in the subsections. Three of the applicable assignments of percentage allocations are identified in the following provisions:

a. That 25 percent of funds in excess of the appropriation level for the 1969 fiscal year, but not less than 15 percent of the funds available for State Vocational Education Programs, shall be used for the disadvantaged

b. That 25 percent of funds in excess of the fiscal year 1969 appropriation level, but not less than 15 percent of the funds available for State Vocational Education Programs, shall be used for post-secondary vocational education

c. That not less than 10 percent of the funds available for State Vocational Education Programs shall be used for the handicapped

2. Title III – miscellaneous provisions; training of teachers of the handicapped. This title provides that other appropriate nonprofit institutions or agencies may be eligible for participation in programs for the training of teachers of the handicapped.

State Funds

Programs for the training of professional personnel in the education of handicapped children are categorized in terms of the source of the funding. Federal funds that are allocated to the state for certain of these programs become state funds on assignment.

The federal program under Public Law 85-926, as amended, makes money available to the State Department of Education and to selected teacher-training institutions. Funds awarded, based on a state plan, can be used for the following:

a. For the support of individuals in training at the junior, senior, post-bachelor or post-master levels. Traineeships and fellowships are involved here.

b. For special study institutes. The special study institute is a multipurpose training vehicle that usually runs for a short term. It is intended for any personnel who can profit from the training (teachers, principals, counselors, and the like).

c. Special project and program development grants. The purposes of these grants are the following: to plan new models of training, to apply them, and to evaluate their effectiveness in the preparation of personnel. Basically, these grants provide the tools for assistance in developing, implementing, and testing new approaches for the training of personnel.

d. Financial aid to teachers. State money is available to provide financial support to inservice teachers so that they may be enabled to attend summer school and improve their qualifications as teachers of exceptional children. See Appendix H for information on how and where to apply.

Se70-66 (1230) 81679–300 9-71 10M